

**UNIVERSITY OF KWAZULU-NATAL**

**The role of knowledge sharing in raising service delivery awareness: A case of Mayville,**

**Durban**

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April 2023

## **Candidate Declaration**

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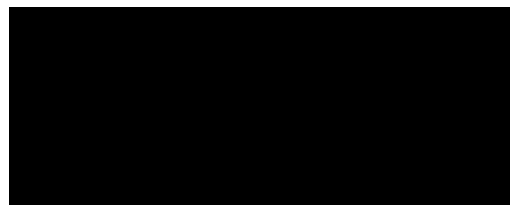
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**TEBOGO DARLYNN MABUNDA**

Student No. 215079662

APRIL 2023

## **Dedication**

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I dedicate this dissertation to my mom for being my hero, my little brother for always believing in me,  
and my partner for his unwavering support.

## Acknowledgements

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I would like to convey my sincerest appreciation to the following people who have provided me with a great deal of support and assistance throughout my research:

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## Abstract

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It has been determined that knowledge sharing is the fundamental method for managing knowledge. The goal of this research was to investigate the role of knowledge sharing behaviour in the Mayville Community. Evidence suggests that knowledge sharing from government departments to the communities has been limited over the years in Ward 29 of the Mayville Community, which was used as a reference point for this study. Four objectives were formulated and achieved in this study. The objectives were: to determine the motivational factors influencing knowledge sharing, establish the relationship between indigenous knowledge and knowledge sharing behaviour, examine the association between knowledge shared through information and communication technology (ICT), and awareness about service delivery. Additionally, this research contributed to the body of knowledge on information sharing between Government agencies and the communities they serve. In this study, both qualitative and quantitative methodologies were employed as this study utilised mixed research methods. For data collection, a simultaneous mixed method approach was adopted. The numerical data were gathered through structured surveys, while the qualitative data was gathered using an interview schedule that was semi-structured. The population surveyed consisted of 1 councillor, 20 community liaisons and 316 community members from Ward 29 of the Mayville Community. The Statistical Package for the Social Science (SPSS) version 26 software program was used to establish the results for the quantitative analysis, which was conducted separately from the qualitative data analysis. In order to analyse non-numeric qualitative data, the NVivo software was used. The research findings exposed that techniques used to share knowledge in the community influence knowledge sharing behaviour and awareness on service delivery. Recommendations were provided at the study's conclusion which were established from the study's results and findings. These findings included the necessity for enhancements in ICT usage as well as other information-sharing systems in the contemporary world, the creation of knowledge repositories for ensuring access to organizational memory, and the establishment of knowledge-sharing methods.

**Key Words:** *African feminist theology; Indigenous Knowledge; Knowledge Management; Knowledge Sharing; Service delivery; Information and Communication Technology.*

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## Acronyms and Abbreviations

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<b>CoP</b>	Communities of Practice
<b>DSS</b>	Decision Support System
<b>EFA</b>	Exploratory Factor Analysis
<b>ICT</b>	Information and Communication Technology
<b>IK</b>	Indigenous Knowledge
<b>IT</b>	Information Technology
<b>KE</b>	Knowledge Exchange
<b>KM</b>	Knowledge Management
<b>KS</b>	Knowledge Sharing
<b>KT</b>	Knowledge Transfer
<b>KZN</b>	KwaZulu-Natal
<b>MIS</b>	Management Information System
<b>NGO</b>	Non-Governmental Organisation
<b>PCB</b>	Perceived Control Behaviour
<b>PPMC</b>	Pearson's Product-Moment Correlation Coefficient
<b>SA</b>	South Africa
<b>SALGA</b>	South African Local Government Association
<b>SECI</b>	Socialisation, Externalisation, Combination, Internalisation
<b>SET</b>	Social Exchange Theory
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TOEF</b>	Technology Organisation Environment Framework
<b>TPB</b>	Theory of Planned Behaviour
<b>TRA</b>	Theory of Reasoned Action
<b>UKZN</b>	University of KwaZulu-Natal

# Chapter 1: Introduction and General Overview of the Study

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## 1.1. Introduction

Knowledge has been recognised as an essential part of living a sustainable and good quality of life in the modern world (Yamnill & McLean, 2010). Communities need efficient knowledge sharing behaviours if they are to adapt to the changing environment. Knowledge sharing behaviour is defined by Aliakbar et al. (2012: 209) as “the development of task information and know-how in order to collaborate with others to help them solve their problems, implement policies and develop new ideas.” Other scholars such as Ryu et al. (2003) describe knowledge sharing behaviour as the act of a member, be it a community or an organisation’s member, imparting her or his amassed knowledge to others within the same group. Knowledge sharing becomes effective when more knowledge is generated. When knowledge that is tacit and explicit is distributed through communities of practice, it leads to the development of the community (Mkhize, 2015). As Mosala-Bryant (2015) argues, for knowledge to be transformed into an asset, it needs to be generated, distributed, and utilised.

This present study will explore the role that knowledge sharing plays in raising awareness about service delivery in the Mayville Community. This research study will outline the issues that need to be explored regarding the impact of sharing knowledge as a tool for raising awareness about service delivery. It will showcase the history and outline of the research problem, breakdown the concepts and terms that will be utilised in the study and provide the conceptual framework that the research will be constructed upon. Lastly, this chapter will deliver an encapsulation of the dissertation’s structure and the research methods that will be employed in the study.

## 1.2. Justification of the study

After conducting a scoping review, it can be determined that most studies have focused their attention on the impact of knowledge management in an organisation, while very few have been conducted on the impact of sharing knowledge in raising awareness about service delivery in the South African context (Mosala-Bryant, 2015). A scoping analysis is described by Arksey and O’Malley (2005) as a literature reviewing method that can be used to identify existing literature and research gaps and is one part of an ongoing process of reviewing literature. Other studies conducted on sharing knowledge in South Africa (SA) have mostly focused on the impact of sharing knowledge in the organisational context (Tohidinia & Mosakhani, 2010; Zainal, 2007).

The results of studies done on knowledge sharing in a business setting found that knowledge sharing results in a more efficient organisation (Tohidinia & Mosakhani, 2010). As Tohidinia and Mosakhani

(2010: 613) have shown, “a lack of an aspiring culture to communicate and explore new ideas may become a major barrier to knowledge sharing.” In their study on knowledge management among Tanzanian farmers, Munyua and Stilwell (2012) found that knowledge sharing was a way of preserving and conserving knowledge that is indigenous. Employees in the public sector believe that IT would enhance the facilitation of information transfer, according to Mosala-Bryant (2015). These findings demonstrate the value of knowledge sharing as a practice in all areas of life and the need to implement it whenever new knowledge is produced. These studies inspired this investigation to extend the scope of knowledge sharing behaviours within the public service sector and how it affects service delivery.

### **1.3. Study focus**

The goal of this study was to determine how knowledge sharing practices and behaviours affect public perception of service delivery using the Mayville Community in KwaZulu-Natal as a test case. The subjects of investigation were members of the Mayville Community which included the ward counsellor and community liaison personnel. Ward councillors are knowledgeable about the various service delivery initiatives that are supposed to be taking place in the community and various types of knowledge that can be useful to the community, such as initiatives that can be implemented for community development and skills development for the youth. Community liaison personnel are community members that have been employed by the government to raise awareness and share knowledge about the various service delivery initiatives that have been initiated by the government. These community liaisons also raise awareness about the benefits and services that community members are entitled to. Community members will also be sampled for the research study to establish whether knowledge has been shared with them, and to find out if they share their experiential knowledge and indigenous knowledge with government agencies.

### **1.4. Background of the study**

The background study for this research dissertation encompasses a review of the research problem at hand, current information available on the research problem, and relevant history about the issue. The practice of knowledge sharing is a critical process not only within organisational or company settings but also within communities (Boer et al., 2004). Knowledge sharing has been defined by Sandhu et al. (2011) as the conveyance of important concepts, facts, beliefs, and perspectives that have been acquired through observation, personal experiences and studying from the knowledge custodian to the knowledge seeker. Previous studies have shown that particular individual factors may have an impact on how effectively knowledge is shared (Boer et al., 2004). One explanation that has been coined in the literature is the argument that articulating all knowledge that people possess is an impossible task (Baalen, 2002).

Outside the limitations imposed by one's cognitive capabilities, other individual factors that impede on knowledge sharing include the community's culture which might discourage knowledge sharing, the inability to recognise knowledge that can be shared, and the fact that the tools that are intended to speed up knowledge sharing are not appropriate (Boer et al., 2004). When it comes to knowledge sharing, social relations are important. Hence, for the knowledge custodian (i.e., the people who possess the knowledge) to be open to sharing knowledge, they must be in a social relationship with the knowledge seeker (i.e., the person who is seeking the knowledge). While these social relationships must be ongoing, they can provide both opportunities and constraints.

The relationship between government agencies such as the municipality and community development workers facilitates the sharing of various types of knowledge (Farooq, 2018; Paulin & Suneson, 2015). These types of knowledge include cultural knowledge, social knowledge, and indigenous knowledge (Farooq, 2018; Paulin & Suneson, 2015). It should be noted that knowledge may be tacit or explicit (Fombad, 2018). For Liao (2003), the concept of tacit knowledge is knowledge found within the human mind, while knowledge that is explicit is knowledge that can be articulated, stored, and documented. In communities, knowledge that is tacit tends to exist in the form of indigenous knowledge. Research has identified this as an important resource not only for learning new information, solving problems, and preserving valuable heritage, but it can also be utilised to facilitate a symbiotic relationship between the community and government agencies.

Communities of practice (CoP) have been defined by Mosala-Bryant (2015: 13) as “a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.” Other researchers such as Ntala (2010) have noted that CoP's can be effective tools used to generate, share, validate and transfer explicit and tacit knowledge as a way of encouraging knowledge sharing and knowledge management inside communities. The issue addressed in this present research is that the absence of knowledge sharing between the government and community members has resulted in service delivery that is poor. This is because the needs of the community have not been properly identified, or the services delivered have had a limited impact in addressing the issues that communities face. As a result of this, community development tends to be hampered.

## **1.5. Problem statement**

According to Bryman (2007), a problem statement is a concise expression of a problem that is to be eradicated or a worrying question that exists in scholarly literature. The argument has been made that the South African government is up against challenges such municipalities' incapacity to support themselves financially and their inability to consistently provide regular services (Mosala-Byrant,

2015). Furthermore, there is evidence that knowledge sharing from government departments to the communities has been limited over the years (Mosala-Bryant, 2015). According to Dikolta et al. (2014, p.849), “the absence of knowledge sharing programs that are not only functional but have the ability to enhance and facilitate the provision of services in communities is typically caused by the lack of structured knowledge management programs”.

To make certain that knowledge sharing programmes are successful, the government must take note of the various types of knowledge involved. This includes: community development, food security in communities and skills development, along with indigenous knowledge that is appropriate for sharing (Mkhize, 2015). This is because the form of knowledge involved will regularly determine the effectiveness and ease with which knowledge can be shared. For Mosala-Byrant (2015), a knowledge management (KM) strategy can contribute towards the achievement of a community’s goals because tools for KM would be used to make knowledge sharing possible. However, knowledge sharing is often lacking in the public service sector.

Governments in countries in the developed world have implemented information and communication networks as enablers of KM (Ondari-Okemwa & Smith, 2009). The absence of a CoP and an information and communication infrastructure in developing nations like South Africa (SA) has created a barrier to knowledge exchange, according to van Niekerk et al. (2013). As a result, van Niekerk et al. (2013) concluded that sharing of knowledge amongst government agencies and local communities in SA is not only ineffective, but insufficient. Many inhabitants in the greater Durban area believe that the municipality and local government departments do not provide enough services. A critical factor driving these perceptions is the lack of knowledge and information disseminated from various governmental institutions and other important stakeholders.

## **1.6. Research objectives**

The research objectives for this study were structured as follows:

- i. **Research Objective # 1:** To determine the motivational factors influencing knowledge sharing in the Mayville Community.
- ii. **Research Objective # 2:** To establish the relationship between the indigenous knowledge possessed by the community members and knowledge sharing behaviour in Mayville.
- iii. **Research Objective # 3:** To examine the impact of knowledge shared through information and communication technology (ICT) on raising service delivery awareness.
- iv. **Research Objective # 4:** To ascertain how strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour.

## **1.7. Research questions**

The following research questions served as the foundation for this study, which was conducted in accordance with its goals:

- i. To what extent do motivational factors influence knowledge sharing in the Mayville Community?
- ii. Is there a relationship between indigenous knowledge possessed by the community members and knowledge sharing behaviour in the Mayville?
- iii. What is the impact of knowledge shared through information and communication technology (ICT) on raising service delivery awareness?
- iv. How do strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour?

## **1.8 Conceptual framework underpinning the study**

The conceptual framework underpinning this study outlines the variables and their interrelationships that will be examined in this study. The framework aims to illustrate how indigenous knowledge, knowledge sharing behaviour, and ICT influence awareness about service delivery, and how motivational factors moderate these relationships.

The independent variable in this study is knowledge sharing behaviours and ICT. Knowledge sharing behaviours is defined as the voluntary and intentional act of sharing knowledge between individuals or organizations (Hsu & Lin, 2008). ICT, on the other hand, refers to the use of technology to communicate, store, and access information (UNESCO, 2013). In this study, knowledge sharing behaviours and ICT are expected to have a positive effect on the dependent variable, awareness about service delivery. Awareness about service delivery is the dependent variable in this study. It refers to the extent to which individuals in Mayville, Durban are informed about the services provided by the government and their quality. In this study, awareness about service delivery is expected to be positively influenced by knowledge sharing behaviour and ICT.

Motivational factors and indigenous knowledge are the moderating variables in this study. Motivational factors refer to the factors that influence an individual's willingness to share knowledge (Nonaka & Takeuchi, 1995). Indigenous knowledge, on the other hand, is the knowledge that is unique to a particular culture or community and is passed down from generation to generation (Warren, 1991). In this study, motivational factors and indigenous knowledge are expected to moderate the relationship between knowledge sharing behaviour and ICT on awareness about service delivery.

The relationship between all these concepts is depicted in figure 1.1. The framework is tested using the formulated research questions in section 1.7. The conceptual framework for this study assumes that knowledge sharing behaviour and ICT have a direct effect on awareness about service delivery. However, this effect is moderated by two factors: motivational factors and indigenous knowledge. Overall, this conceptual framework proposes that the moderating variables of indigenous knowledge and motivational factors may influence the effect that knowledge sharing behaviours and knowledge sharing through ICT have on raising awareness about service delivery in Mayville, Durban. By examining the relationships between these variables, the study aims to provide insights into how knowledge sharing can be leveraged to improve service delivery in the community.

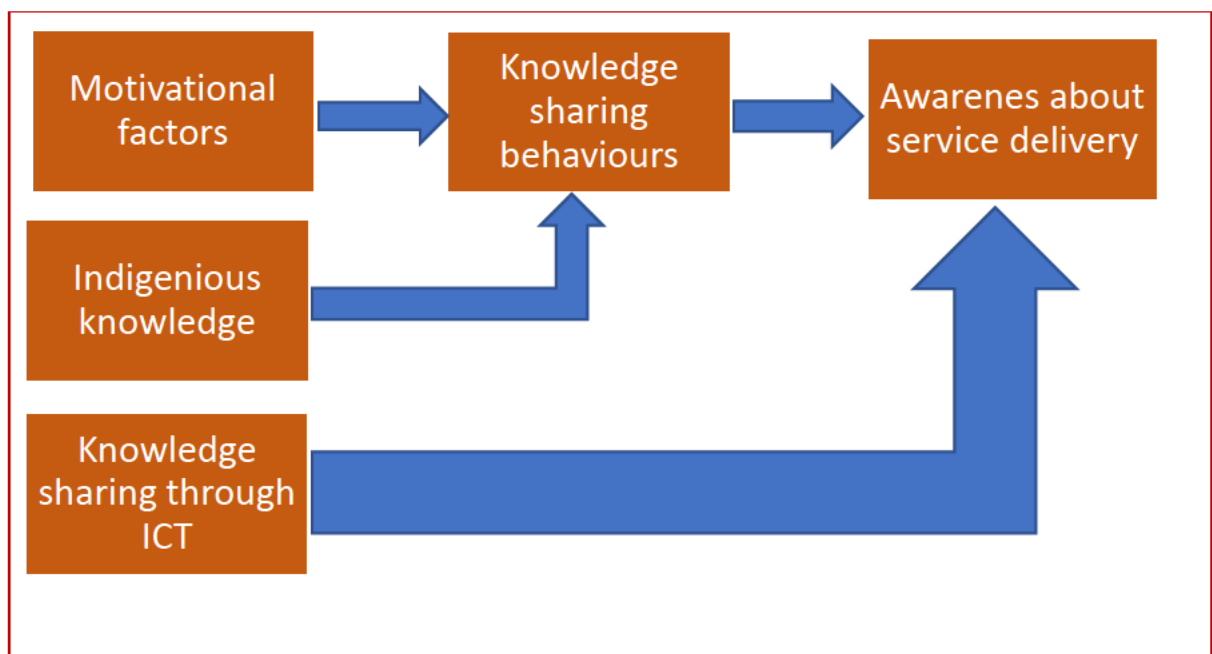


Figure 1.1: Indigenous knowledge sharing conceptual framework

### 1.9. Significance of the study

This study aims to enhance knowledge sharing practices between government entities and the communities they serve. The findings of this research could influence the creation and use of a knowledge-sharing policy. The researcher hopes that this study will encourage the government to implement processes that will facilitate a symbiotic relationship of knowledge sharing between community members and government agencies. The outcomes to be considered consist of the following:

- i. The government considers putting in place ICTs that can be used as tools to communicate/share information that will increase community members' access to the government's essential services as well as their ability to develop their own opportunities (Moodley, 2005).

- ii. That community members would interact through the use of knowledge-sharing techniques such communities of practice (CoP), knowledge centres, and mentorship which would enable them to search for solutions to the issues they are facing with dignity (Fombad, 2018).
- iii. That the study will assist councillors and community liaison personnel in terms of formulating policy or strategy.

## 1.10 Structure of the dissertation

This dissertation is divided into the following five chapters:

**Chapter one: Introduction.** This chapter introduces the aim of the study as well as providing essential background information and outlining the research problem. Moreover, it highlights the research objectives, research questions, and significance of the study.

**Chapter two: Literature review.** This chapter provides an extensive literature review on knowledge sharing and knowledge sharing behaviour. The theories underpinning the research study are also presented and discussed.

**Chapter three: Research methodology.** The research methodology and the various tools adopted in this study to analyse the two categories of data collected are presented in this chapter. A detailed discussion of the sampling techniques, sampling frame, sample size, measuring instrument, in-depth interviews, data collection, data analysis, validity and reliability of the findings, and ethical considerations of the study was provided.

**Chapter four: Data analysis and presentation of results.** This chapter presents the data analysis and the results that emerged from the analysed data.

**Chapter five: Summary, recommendations, and conclusion.** The summary of findings from the quantitative and qualitative data analysis are presented in this chapter, together with recommendations and limitations of study, and a conclusion.

## 1.11. Chapter summary

This research project's introductory chapter gives background information and discusses the research problem that this study will be addressing. The purpose and relevant questions that were addressed in order to resolve the research challenge are also described in the chapter. The research design included the region where the study will be conducted, the study's population, along with the research strategy, which includes a case study that employed mixed methods. Ethical concerns were explained as well as how the rigour, reliability, and validity, of the findings were maintained.

## Chapter 2: Literature Review

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### 2.1. Introduction

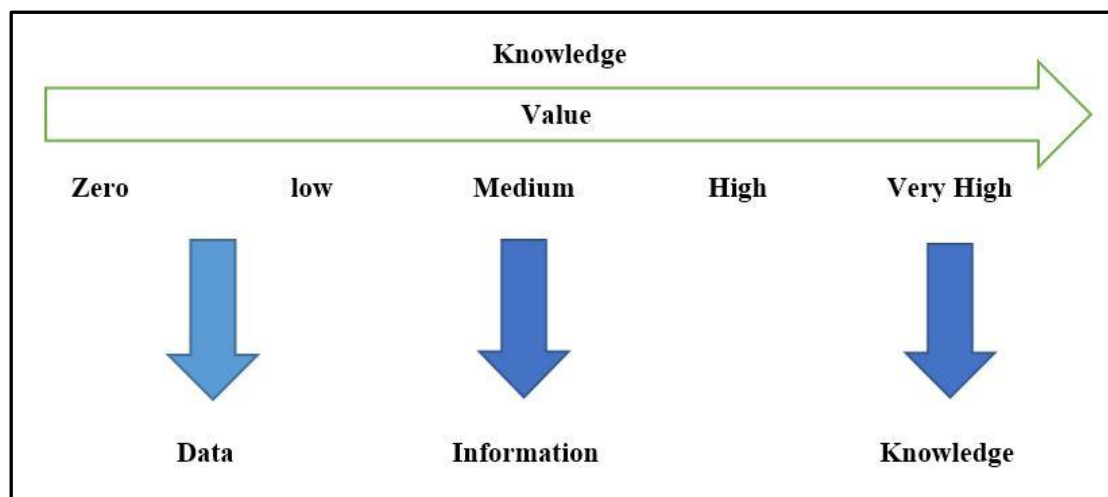
A literature review's objective is to help identify and evaluate studies associated with the chosen field of study. By analysing the literature, it is ensured that topics and factors relevant to the research topic that may have an impact on the problem scenario are also covered. The literature review must be critical in order to demonstrate how this current study relates to past investigations (Henning et al., 2004). The critical review of literature must also evaluate the strengths and weaknesses of preceding work, including factors such as exclusions or bias and logical arguments supported by references to earlier studies (Kemoni, 2008). Therefore, a good literature review classifies the various trends, viewpoints, agreements, and conflicts of opinion on the subject being investigated (Stilwell, 2000).

Theoretical and Empirical and literature related to knowledge management focused mainly on sharing of knowledge can be found in peer-reviewed databases online, books, and journal articles. In this study, all of these sources were examined. This dissertation covers literature on associated issues as well as broader issues related to the research topic. As a result, this chapter is organised in accordance with the research questions that are in line with the goals and variables acquired from the models that are supporting the study's theoretical underpinnings in chapter one. The following concepts serve as the framework for this literature evaluation: knowledge; types of knowledge; knowledge sharing; knowledge management; knowledge sharing theories, attitudes, and perceptions; barriers to knowledge sharing, and motivational factors which encourage knowledge sharing.

### 2.2. The concept of knowledge

The economy of the world is transforming into an economy that is based on knowledge (Halawi et al., 2005). When it comes to sustainability, knowledge management (KM) solutions that are unique are crucial in addressing the distinctive obstacles faced by communities in SA. Most underdeveloped communities in SA such as those in townships and rural villages, are in dire need of harnessing knowledge that is helpful, together with KM practices and initiatives that are deemed effective (Makambe, 2015). For communities to succeed in an economy that is centred around knowledge, Understanding, and appreciating what knowledge is essential and how to effectively manage the processes involved in KM, such as discovering knowledge, sharing it, and knowing when to apply it (Makambe, 2015).

Fernandez et al. (2004: 13) define knowledge as “information that enables action and decisions or information with direction.” Anand and Walsh (2016) claim that knowledge combines more than a person’s expertise, arguing that knowledge also contains information and skills. When information, knowledge, and data are ranked, knowledge is always ranked the highest because not only is it the deepest and most sophisticated, it is also considered to be more valuable (Makambe, 2015). According to Fernandez et al. (2004), knowledge can produce useful information from less-valuable information. Moreover, such knowledge can convert simple data into information. Figure 2.1 depicts how data, information, and knowledge are all associated with one another.



**Figure 2.1. Data conversion**

Source: (Fernandez et al., 2004)

According to Uriarte (2008), information has the potential to turn into knowledge only after it has been processed. Moreover, such information can only be processed if there is an association between data and information. The processing of knowledge occurs when one can realise or find a pattern that shows a relationship exists between information and data (Uriarte, 2008). According to Xue (2017: 35), “whereas mere information is context-dependent, knowledge has a tendency to create its own context, that is, the patterns representing knowledge have a tendency to be self-contextualising”. Unlike data, this means that knowledge is unique because it is context specific. Xue (2017) thus argues that as an asset, knowledge lasts forever. A good example of knowledge as an asset is that doctors will always know how to cure malaria, unless the disease itself changes (Xue, 2017).

### 2.3. Types of knowledge

Ye (2017) categorises knowledge into two classifications:

- i. Explicit knowledge;

ii. Tacit knowledge.

2.3.1. Explicit knowledge

This is the kind of knowledge that most individuals find simple to codify and explain, according to Faizuniah and Aizzat (2009). Polanyi (1998) also goes on to define it as knowledge that can be converted into a language that is both systematic and informal. Proof that knowledge that is explicit can be easily codified, is that it can normally be found in emails, books, videos, manuals, etc. Most researchers tend to agree that communicating and disseminating explicit knowledge is more straightforward compared to sharing tacit knowledge. Disseminating knowledge that is explicit can be done by means of databases, formal training, manuals as well as expert systems. According to Fernie et al. (2003), knowledge that is explicit can be communicated both orally and visually making it objective. What makes explicit knowledge easier to disseminate than tacit knowledge is that it can be codified and articulated, and thereby accumulated in a particular medium such as intranets and extranets to be conveyed to others.

2.3.1.1. *Properties and characteristics of explicit knowledge*

Howlett (2010) argues that knowledge that is explicit tends to be characterised by the fact that it can be accessed in a formal language, it can be captured and stored in records, and it is largely context-free. According to Smith (2001), what makes explicit knowledge a unique form of knowledge is that it contributes to education through the spread of science and technology. He thus argues that explicit knowledge can contribute to knowledge because it is readily comprehensible and can be expressed through words, writing, and numbers. Another characteristic that makes explicit knowledge stand out from tacit knowledge is that it is well supported by existing IT systems in the sense that it can be transferred through electronic channels that are conventional. Scholars such as Smith (2001) also posit that when explicit knowledge has been codified, it is stored in a hierarchical database where it can be accessed by fast and reliable information retrieval systems. Smith (2001) further argues that the process of sharing explicit knowledge usually requires a large monetary investment in IT infrastructural support. The public sector rarely invests in the type of infrastructure needed for KM, not only internally, but in the communities they serve. As a result, the process of knowledge sharing (KS) is not properly facilitated.

2.3.2. Tacit knowledge

2.3.2.1. *The definition of tacit knowledge*

Polanyi (1996) defined this kind of knowledge as information that hasn't been explicitly stated and has personal qualities such as trust, courage, autonomy, skills, and other characteristics. As a result, it tends

to be difficult not only to communicate, but to formalise as well. Faizuniah and Aizzat (2009) argue that the most challenging type of knowledge to transmit is knowledge that is tacit because of the way in which it is usually conveyed which is usually through metaphors, as well as other diverse methods of expression, including that of artwork. This means that tacit knowledge is ingrained at a level that is subconscious and this makes it difficult to codify and verbalise. Unlike explicit knowledge that is objective, Nonaka et al. (2000) stipulates that tacit knowledge is subjective. This is because tacit knowledge is entrenched in the personal experiences of the knowledge holder and their actions. In the Mayville Community, these personal experiences include the various ways they have been able to grow vegetables as a way of sustenance farming in such a harsh environment where there are limited resources that are crucial for olericulture, such as access to an adequate water supply, arable land, and fertilizers. In the local municipality however, these personal experiences may include knowledge on how to enable the community members to farm on a much larger scale to allow them to make profit from their crops.

A large part of the knowledge that human beings possess is tacit knowledge (Polanyi, 1996). Explaining tacit knowledge comes with a challenge of not being able to describe the principles upon which actions are based and this can be seen in settings such as sports, artisanship, and art (Polanyi, 1996). Mohajan (2016) argues that it is common practice for people to do something and still be unable to describe how they did it. A good example would be those who are able to swim, stay afloat, and regulate their breathing; yet most of those who can swim are not aware of these abilities, nor can they provide an explanation as to how they regulate their breathing (Mohajan, 2016). This cements Polanyi's (1996: 9) argument which states that individuals usually know more than they can fully articulate.

As Collins (2010: 55) can argue, "tacit knowledge is acquired through experience. Without some form of shared experience, it is extremely difficult for persons to share each other's thinking processes." Being able to ride a bicycle is a good example of tacit knowledge. While most individuals may explicitly know how to ride a bicycle, they might not be able to orient themselves in traffic, while trying to manoeuvre the bicycle and focus on the handling. Basing his approach on the work of Polanyi, Collins (2010) was able to classify tacit knowledge into three dimensions:

- i. Tacit knowledge that is somatic;
- ii. Tacit knowledge that is rational;
- iii. Tacit knowledge that is collective.

For Collin (2010), tacit knowledge is logical and frequently the kind of knowledge that can be quickly transformed into explicit knowledge during a social engagement in which the knower is engaged. Collins goes on to argue that knowledge tends to be ingrained in the brain and body and can be classified

as somatic knowledge. Tacit knowledge is thus strong or collective, being the type of knowledge, that individuals can acquire only if they are rooted in a community, society, or group.

#### *2.3.2.2. Properties and characteristics of tacit knowledge*

Mohajan (2016) has outlined some of the more prominent characteristics of tacit knowledge including tacit knowledge acquired through experiences, face-to-face discussions, and observations. Mohajan (2016: 11 *cf.* McInerney, 2002), further suggests that:

Tacit knowledge is subconscious, personal, difficult to articulate, perceived, unaware, experience-based, shared through conversation, embedded in stories, escapes observation.

Nonaka (1991) helpfully adds that tacit knowledge is imbedded in processes, emotions, actions, and commitment. Communities and organisations have acknowledged that tacit knowledge is non-communicable which is the reason it is hard to formalise and is rarely documented. Mosala-Byrant (2016) has determined that mentoring and coaching are the only ways for tacit knowledge to be conveyed in the public sector. Finding agreement with the above, developing and internalizing tacit knowledge over a long period of time and inside a specific cultural milieu, according to Davenport and Prusak (1998), makes it difficult to convey. At most times, the knower is unaware of the tacit knowledge they possess and how valuable it is for others. Within the Mayville Community, its members were unaware that the knowledge they possessed could enable the municipality to improve the services they were currently offering, which in turn could lead to better service delivery. In the same manner, the municipality may possess knowledge that could improve the lives of community members in Mayville.

#### *2.3.2.3. The sharing of tacit knowledge*

When it comes to transferring tacit knowledge, Polanyi (1996, 1998) has reported that the knowledge possessor needs to become aware of the information that she/he possesses. Once a person is aware of the type of knowledge they have, they need to figure out how to communicate it in order to share it. In contrast, Nonaka et al. (2000) posit that before sharing, tacit knowledge needs to be converted to explicit knowledge using an outsourcing method. For Mohajan (2016), tacit knowledge is intuitive and subjective, and is thus rarely transmitted. As a result, most organisations lose out on tacit knowledge when an employee who possesses such knowledge leaves the company. In contrast to that of Mohajan (2016), Davenport and Prusak (1998) identify two methods of transferring tacit knowledge: either directly through private contact with other staff members, or indirectly through information and communication technologies (ICTs).

When being shared through private contact between staff members, tacit knowledge is transmitted through face-to-face meetings, apprenticeships, and meetings, where direct observation and collaboration can take place. Sharing tacit knowledge takes place through ICTs, expert systems, emails, databases, extranets and intranets, video conferences, and collaborative software such as groupware where knowledge transfer is achieved (Davenport & Prusak, 1998). However, scholars such as McInerney (2002) still argue that these systems cannot be used as a replacement for face-to-face contacts. In contrast, Collins (2010), states that tacit knowledge cannot be easily shared. He argues that even though most people use it, it is quite difficult to articulate and as a result, ICTs cannot always be relied upon as a tool for transferring tacit knowledge. Bock (2014) states that tacit knowledge comprises of ideals, values, mental models, schemata, and beliefs, which are embedded in a person and are often taken for granted. Bock (2014) further posits that for effective knowledge transfer and KS to take place, there must be regular interaction, trust, and extensive personal contact between the person who possesses the knowledge and the person they share the knowledge with. This usually occurs when the knowledge holder becomes part of a community of practice or network. As a result, this enables the transfer of tacit knowledge to take place through social networking which is facilitated by communities of practice that individuals become part of.

Scholars such as von Krogh et al. (2000) have acknowledged three major approaches that can be utilised in conveying tacit knowledge. These are:

- i. Learning by being told.
- ii. Interviewing experts.
- iii. Learning by observation.

Learning by being told occurs when a specialist teaches a beginner the process (e.g., in step-by-step manner) involved in carrying out a particular task. Von Krogh et al (2000) states that conducting structured interviews with experts in a particular subject or recording organisational stories can result in the capturing of tacit knowledge that is relevant. According to Krogh et al. (2000), learning by observation will take place when novices observe an expert solving a problem, case study, or scenario and pay close attention to the processes involved. In addition, Bock (2014) states that for tacit knowledge captured through any of these three approaches to be turned into reusable explicit knowledge, then it must be recorded.

#### **2.4. Knowledge management**

The management of knowledge has been characterized in a variety of ways by different researchers. According to Gold et al. (2001), the management of knowledge is the capacity of an organization or

community to manage knowledge by gathering external or internal knowledge and turning it into a plan or idea that can be preserved. Other scholars such as Massey and Montoya-Weiss (2006) argue that knowledge management is a practice where both implicit and explicit knowledge is methodically collected, organised, and transferred either back to a community or the employees of an organisation. Knowledge management plays a critical role when it comes to encouraging innovation, as it creates new skills and capabilities for individuals, as well as encouraging them to perform their duties better, be it in their capacity as a member of a community or an employee in an organisation (Chang & Lin, 2015).

Leidner et al. (2006) considers knowledge management a simple process where knowledge is captured, stored, and shared. Nevertheless, they argue that what makes knowledge management difficult is identifying the knowledge that must be captured because not all knowledge can be used to develop a community or enable an organisation to gain a competitive advantage (Leidner et al., 2006). These opinions are applicable to the Mayville Community where community members have not yet identified the various types of knowledge that exist among themselves and the best way to capture said knowledge. Because this knowledge has not yet been identified, it is difficult for it to be captured, shared, or managed. In addition, the public sector is significantly impacted by the knowledge management process. By helping the Mayville Community to identify the types of knowledge that exist within it, the local municipality will be able to formulate strategies that allow for a more efficient and targeted service delivery.

In contrast to scholars such as Leidner et al. (2006), Pawlowski and Bick (2012) argue that assimilation and conceptualisation in communities and organisations are still new features. Turner (2012) has identified four main processes and elements in knowledge management. The first process or element is the inception or acquisition of knowledge, which is a process that involves either replacing or applying new content in the community, or in an organisation's tacit and explicit knowledge. For this process to be facilitated, the community needs to explore contemporary information and knowledge both outside and inside of the community (Chen & Edgington, 2005). Abou-Zeid (2002) posits that communities along with organisations can amass new knowledge through replication, imitation, and benchmarking. This method is crucial because it enables an organization to create fresh insight that can be used to foster ongoing innovation that will advance the organisation (Bhatt, 2000).

The second element or process in knowledge management according of Turner (2012) pertains to how knowledge is stored. Scholars such as Massey and Montoya-Weiss (2006) argue that knowledge that has been obtained by individuals, be it tacit or explicit knowledge, should be stored. Unlike organisations, most communities are not well equipped with the expertise of how to access and manage knowledge so that it can be easily accessible to all (Heisig, 2009). Most communities around the world,

especially those in developing countries, do not have the infrastructure in place to integrate knowledge and this has led to redundancy and inefficiency (Nemati, 2002). For Nemati (2002) therefore, the integration of knowledge increases efficiency and reduces redundancy. Failure to store knowledge means that knowledge cannot be reused.

The third element or process in knowledge management according to Turner (2012) pertains to the dissemination of knowledge. Craft (2018) provides a good example where she states that for aircraft pilots, the transfer of knowledge from the designers of an aircraft occurs through an in-flight manual which pilots use to solve emergencies and keep the aeroplane in the air. This example reveals some of the disastrous consequences that are possible when knowledge is not transferred. Another example would be how employees in an organisation can be empowered to act, this is because in a company the way employees and management disseminate and receive knowledge from each other has a direct impact on the success of the organisation (Craft, 2018). In addition, Turner (2012) argues that this goes to show that the more knowledgeable employees are, the more likely they are to make choices that benefit the company. For Cepeda-Carrion et al. (2016), the process of knowledge transfer requires people to share knowledge among each other, or with a larger network of individuals. It is thus the duty of an organisation or a community to ensure that knowledge that is tacit is transformed into knowledge that is explicit to avoid the redundancy of an individual's tacit knowledge.

The fourth and final element or process in the management of knowledge according to Turner (2012) concerns the application of knowledge that has been acquired and stored. As Xue (2017) argues, the application of knowledge between a local municipality and the community they serve leads to better decisions, efficiency, and problem-solving. It also leads to a partnership which results in innovations that can develop the community in question. Hence, as Xue (2017) shows, the application of knowledge enables an organisation or company to readjust its strategic direction, enhance efficiency, and reduce operating costs. According to Hegazy & Ghorab (2014), people can use the knowledge owned by other people without having to learn that knowledge. In contrast to this, Cepeda-Carrion et al. (2016) argue that for communities and companies to capitalise on the knowledge, they also need to know how knowledge is generated, shared, and utilised because these processes are foundational for effective knowledge management to take place, not only in organisations, but also in communities.

#### 2.4.1. Knowledge management in an organisation

Knowledge management (KM) facilitates the creation and propagation of knowledge. Rahimli (2012) argues that the process of KM creates a sufficient, efficient, and effective way of utilising knowledge to provide organisations with a benefit over competitors. On the other hand, researchers such as Liu and Deng (2015) subscribe to the fact that knowledge enables an organisation to succeed because it enables

the company to develop competencies that lead to competitive advantages that are not only fleeting, but which are sustainable as well. Organisational performance is enhanced through business processes that are created through KM strategies (Wu & Chen, 2014). Other scholars such as Ahmed et al. (2016) posit that the role of KM in organisations is to bring forth an impact that is positive, which can lead to enhanced organisational performance.

In addition to Ahmed et al. (2016), Scholars such as Kiessling et al. (2009) have concluded that product and employee improvement along with innovation is a result of a positive impact that KM has in an organisation. In the past, most companies would compete by proposing products that are of good quality for a low price (Dickel & de Moura, 2016). These scholars also argue that the dynamics of competitiveness between organisations has changed because nowadays organisations have realised that knowledge that is rich and effectively managed improves their creative capabilities and leads to organisational efficiency. Liao and Wu (2009: 69) also argue that “when the organisations have a better development of capabilities, they are able to provide marketing offerings to meet customers’ needs.”

In contrast to Dickel and de Moura (2016), Bhatti and Qureshi (2007) argue that KM creates possibilities for companies to explore the explicit and tacit knowledge of organisations and individuals to transform these types of knowledge into organisational resources that can be used during the process of decision making. The transformation of knowledge occurs during the discussions and conversations employees have during meetings. These discussions lead to the creation of knowledge that is valuable and can be shared (Ibrahim & Reid, 2009). Jelenic (2011) finds agreement with this argument by stating that knowledge is valuable because it reduces the design cycle time of a product, product to market time, and the quality of a product. It should be noted however that researchers have slightly conflicting views and argue that employees of an organisation should not be the only ones credited for improved KM in an organisation. They posit that organisations can store knowledge using data and information obtained from customers at a particular time (Guchait et al., 2011). In addition, Sanders Jones and Linderman (2014) state that for companies to survive, they need to create a sustainable and competitive advantage for strategic innovative ideas to take place which can only be generated through knowledge sharing and KM. As a result, these innovative strategies lead to creative ways that provide efficient solutions to problems that the organisation might be facing.

#### 2.4.2. Knowledge management in the public sector

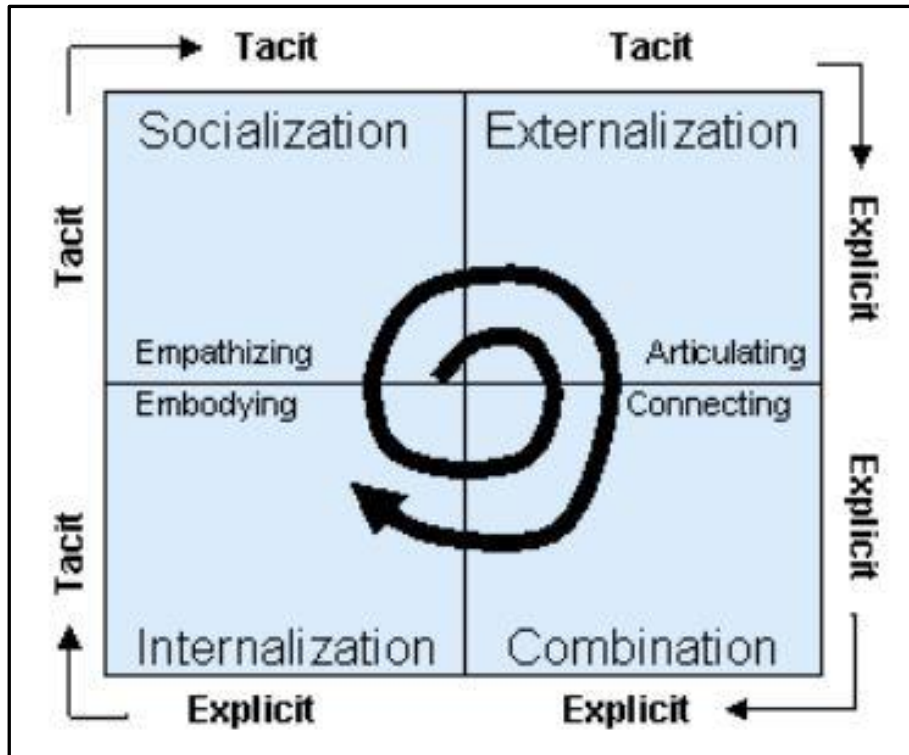
In local governance, KM is the approach executed by municipalities to manage the knowledge that exists within the institution (Ncoyini & Cilliers, 2016). In South Africa, local government has taken some interest in administering KM initiatives which will enable them to control and organise their knowledge reserves through the development of strategies that seize control and manage the intellectual

capital that exists in municipalities (Ramshania, 2012). Scholars such as Gaffoor (2008) argue that the processes of KM can improve the performance of local government institutions because it encourages innovation and collaboration between municipalities and the communities they serve. As a result, the delivery of services is of higher quality, and the local government becomes more effective in their duties tailored to the local communities. In addition, researchers such as Ncoyini and Cilliers (2016) state that local government institutions often utilise KM as a tool which enables them to restructure their organisational processes to eliminate the duplication of work which often results in ever-ballooning costs. These two scholars believe that the application of knowledge management strategies in communities result in better service delivery.

It should be mentioned that KM improves public sector staff performance, abilities, and experience through knowledge exchange and partnerships with locals (Gaffoor, 2008).

#### 2.4.3. Knowledge management model

Nonaka et al. (1996) created the Socialisation, Externalisation, Combination, Internalisation (SECI) model, which highlighted the creation and conversion of knowledge. These business specialists also developed this model to comprehend the special features of knowledge formation and how to successfully manage such a process. The SECI model depicts a knowledge spiral that illustrates how tacit and explicit knowledge are always interacting. Polanyi (1964) argues that this process results in the creation of new knowledge. In addition, Nonaka et al. (1996) stated that the principal aim of this model is to highlight how individuals share the knowledge they possess with other people. In the end, as more rounds are done in the model, the spiral of knowledge grows which reflects how more and more people have adopted this model of knowledge sharing. In order to demonstrate how information is shared and developed inside an organisation, Nonaka et al. (1996) presented four ways that various forms of knowledge might be merged and converted (See: Figure 2.2). An explanation for each type of conversion, together with examples, will be discussed below.



**Figure 2.2. The SECI (Nonaka and Takeuchi) model**

Source: (12Manage.com<sup>1</sup>)

- i. Knowledge conversion through socialisation. Under socialisation, knowledge is converted from tacit knowledge to tacit knowledge. The standard example given of converting tacit knowledge from one individual into tacit knowledge to another individual is through training or direct (face-to-face) sharing of knowledge. In training or sharing, knowledge conversion is more natural because it is done through social interactions. This enables knowledge to remain in the participant's mind instead of being noted elsewhere.
- ii. Knowledge conversion through externalisation, where knowledge is converted from tacit to explicit knowledge. A good example of externalisation is when someone who has knowledge writes a book to share it with other individuals. This process makes knowledge more permanent and tangible (Milovanović, 2011)
- iii. Knowledge conversion through combining explicit information with other explicit knowledge to create a new explicit form of knowledge. This procedure takes place through the gathering of many forms of explicit knowledge such as data, books, and other resources, to create another form of explicit knowledge. The most popular instance of this is when a report or analysis is being made. To create a financial report, managers search or gather explicit information about transactions to structure a more accurate report.

<sup>1</sup> 12Manage.com: The Executive Fast Track, *SECI Model (Nonaka Takeuchi) Knowledge Centre*, [https://www.12manage.com/methods\\_nonaka\\_seci.html](https://www.12manage.com/methods_nonaka_seci.html) [Accessed: 28 December 2021].

- iv. Through internalisation, knowledge is transformed from explicit knowledge to tacit knowledge. Under internalisation, knowledge comes in a written form and as time goes on the knowledge becomes embedded in people's day-by-day routines and almost becomes a culture of sorts. An example of this in an organisation is when a firm has written rules; however, as time goes by, the rules are spread by the employee themselves to other employees and eventually, the rules turn into tacit knowledge because the rules have been embedded in their daily routines (Milovanović, 2011).

Bratianu (2010) argues that the SECI model should not be adopted as a way of converting knowledge in all spheres of life such as communities, schools, and public organisations. He argues that even when private companies are adopting this model, they must do so carefully because this model is based on a study of Japanese organisations which depend mostly on tacit knowledge because their employees are often with a company either for life or a substantial number of years (Bratianu, 2010). Bratianu (2010) also posits that since the model follows a linear spiral pattern what happens if an organisation that wants to implement it skips a step, or if they decide to go counter clockwise. He states that even though the model presents a possibility for creating a dynamic nature of knowledge and knowledge creation, it is also quite rigid and does not consider tacit knowledge that is tricky to transfer. Accordingly, there are a lot of barriers that might hinder the way knowledge is transferred through the spiral.

## **2.5. The idea of knowledge sharing**

Its definition varies depending on the situation, circumstances, needs, and perspectives. While scholars such as Levitt and March (1988) understand KS to be a process used to obtain various experiences from others, Szulanski (2000) thinks otherwise, arguing that Knowledge Exchange (KE) and Knowledge Transfer (KT) are two concepts that can be differed. Knowledge Exchange (KE) is the process of exchanging information with possible knowledge users in ways that are meant to be advantageous to both the knowledge provider and those potential consumers (London School of Economics and Political Science, 2019). In contrast to the above, Szulanski (2000) argues that KT encompasses both the transfer of knowledge by the individual who has the information, as well as the person receiving the knowledge's acquisition and application. In addition to Szulanski (2000), Jeon et al. (2011) maintain KT occurs when the sharing of knowledge occurs amongst different organisations or divisions, while KS is instead used to take note of the knowledge movement between individuals.

In contrast to Levitt and March (1988), scholars such as Christensen (2005 :18) argue that “knowledge sharing can be conceptualised as different situations of exchange in which individuals relate to each other in different ways, involving different rules, norms and traditions of reciprocity regulating the exchange.” For Christensen (2005), KS is not a linear process where knowledge flows from the

knowledge resource, such as the sender to the knowledge acquirer or the receiver. Hence, KS is not only about receiving knowledge, but about giving knowledge as well. Therefore, KS needs to be perceived as an exchange that balances the giving and acceptance of knowledge instead of perceiving KS as a linear flow of knowledge.

Ryu et al. (2003) suggest that KS is the behaviour which occurs when a member diffuses an obtained knowledge within a community or an organisation. An alternative argument has been presented by Davenport and Prusak (1998), where KS comprises of various elements which makes it more difficult to create a definition of knowledge sharing that can be applied and adopted across the board. In addition, these scholars state that there are three elements of KS, which are:

- i. Objects that relate more to the kind of knowledge that is being shared.
- ii. The way in which knowledge is shared which includes techniques such as conferences, face to face, organisational learning, and knowledge network.
- iii. The level of sharing which involves KS amongst organisations, teams or involving individuals.

It should be noted however, that people might choose to share or not share the knowledge that they possess. Previous studies conducted by scholars such as Aliakbar et al. (2012) have demonstrated that knowledge can be passed around by staff because they enjoy knowledge sharing may choose not to share knowledge because they think their expertise is not valuable to others.

For Aliakbar et al. (2012), personal attributes could also have an impact on the degree by which employees share their knowledge, and for what purpose. Power can sometimes obstruct the transfer of knowledge. From this viewpoint, a significant hurdle for KS is that at times knowledge can be considered as an asset of authority and power. In order to promote KS, it is crucial for the growth of the community that its members are motivated, such as by an innate desire and propensity to share their expertise.

In the sub-section which follows, some of the theories and models which have been established as being instrumental in determining the factors, and which are important in establishing and reinforcing the KS behaviour as a particular element in the KM cycle among community members and organisational members will be discussed.

#### 2.5.1. Sharing Knowledge in South Africa's local government

As reported by the South African Local Government Association (SALGA) (2016), municipalities are currently working in an environment that is not only multifaceted but challenging as well. As a result, there is a need for government services and facilities to be efficient. South African government agencies have been tasked with a fragile balancing act where they are expected to manage financial sustainability,

address disparities of the apartheid regime, and deliver services, all at the same time (SALGA, 2016). Considering the influences mentioned above, researchers such as Gaffoor and Cloette (2010) argue that it is quite evident that SA's public division operates in a business-like approach; where the fundamental concept of providing services to various stakeholders is through addressing the needs of the country's citizens; while simultaneously providing service delivery that is not only holistic but inclusive as well. In consonance with SALGA (2016), Dikotla et al. (2014: 847) have proposed that "local government agencies have to adopt the idea of KS as a mechanism of achieving a competitive advantage by making use of human and intellectual resources within their organisations."

Dikotla et al. (2014) does not agree with Gaffoor and Cloette (2010), by contending that while KS has been considered as an instrument of upgrading the way municipalities govern, most South African government agencies do not have KM programmes in place that are either operative or prescribed. Hence, the culture of KS that is found within a department in a municipality does not transcend across all municipalities. Dikotla et al. (2014) argue that this can be seen in instances where municipalities that have a good track record in delivering services do not share their proven methods and practices with underachieving municipal jurisdictions. Ncoyini and Cilliers (2016) state that as of recent years, the South African government has prioritised KM. Additionally, according to these researchers, the Department of Provincial and Local Government of SA has designated knowledge management (KM) as a tactical management capability for personnel who hold senior management positions in public institutions.

#### 2.5.2. Systems that enable knowledge sharing

Local government agencies are not only tasked with ensuring that KM systems are in place, but they are also tasked with ensuring that a separate process is in place which facilitates the process of KS which occurs after knowledge has been managed. Canzano and Grimaldi (2012) argue that KS in municipalities can be underpinned by the internet because it has the capability to supply those who utilise it with easy accessibility to any kind of information they might be searching for anywhere and anytime. Other scholars such as Chiganda (2014: 61) concede that KS empowers institutions "to integrate vast assortments of disparate application interfaces, controls and data sets, thus enabling information sharing and centralised management of information and knowledge across the organisation." By the same token, Canzano and Grimaldi (2012) state that intranets such as Web portals are used to speed up KS within institutions. These intranets establish links to other sites, and they also provide possibilities to search for various information. Various systems have been identified as systems that are better suited to facilitate the process of KS within the municipality efficiently, these systems are repositories that are inclusive of groupware, best practices, access to data that is web-based along with lessons learned systems (Fernandez & Sabherwal, 2010).

**Table 2.1. Knowledge sharing platforms provided in the municipality’s toolkit**

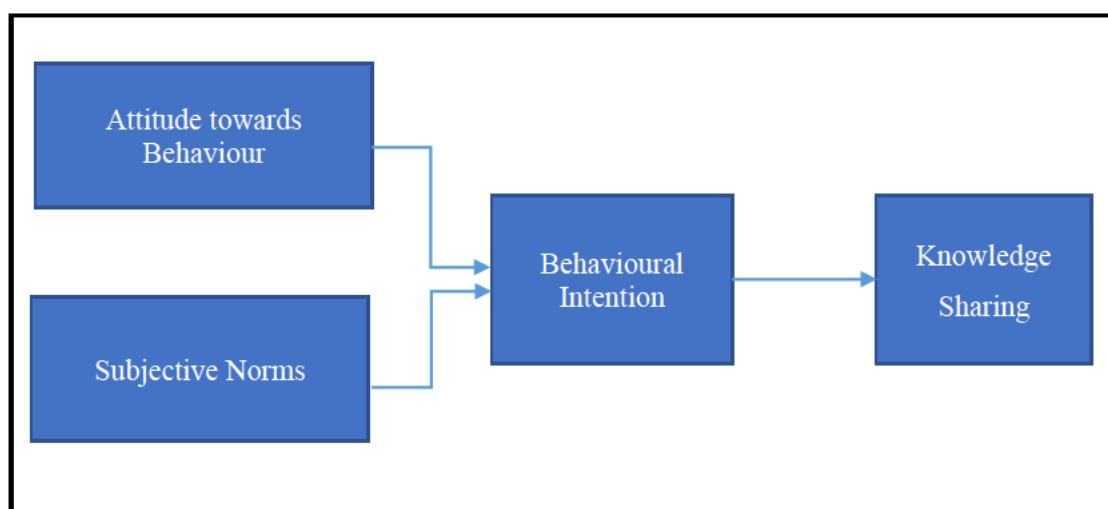
PLATFORM	USAGE
Communities of Practice	Enable experts to collaborate in sharing experiences, practices, and tools that are relevant to a specific topic.
Conferences and seminars	Provide an opportunity for employees to network, learn, and interact with other employees working in similar fields.
Directory of experts	Helps employees to find who has expertise or knowledge for a particular project or task. Helps employees to seek guidance from other employees in other organisations.
Publications	Used to share knowledge around events, practices, and information
Social media	Used to encourage KS and networking through collaborative and social tools. Facilitates self-directed, informal, and social learning using online web-based resources. Municipality customers, stakeholders, and partners can connect and communicate using social media.
Story telling	Used by municipalities to share values, knowledge, and organisational culture. Commitment and trust are developed through story telling. Used to capture past knowledge that can be adapted to the present and future.

Source: Kitchin et al. (2013)

## 2.6. Theoretical Framework underpinning Knowledge sharing behaviour

There has been a lot of attention paid to the factors that motivate or discourage people from KS in various social networks. The Theory of Reasoned Action (TRA), Social Exchange Theory (SET) and Theory of Planned Behaviour (TPB) are some of the most popular theories used to study human behaviour. These theories have also been used as a profound base used to understand knowledge sharing behaviour.

### 2.6.1. The theory of reasoned action



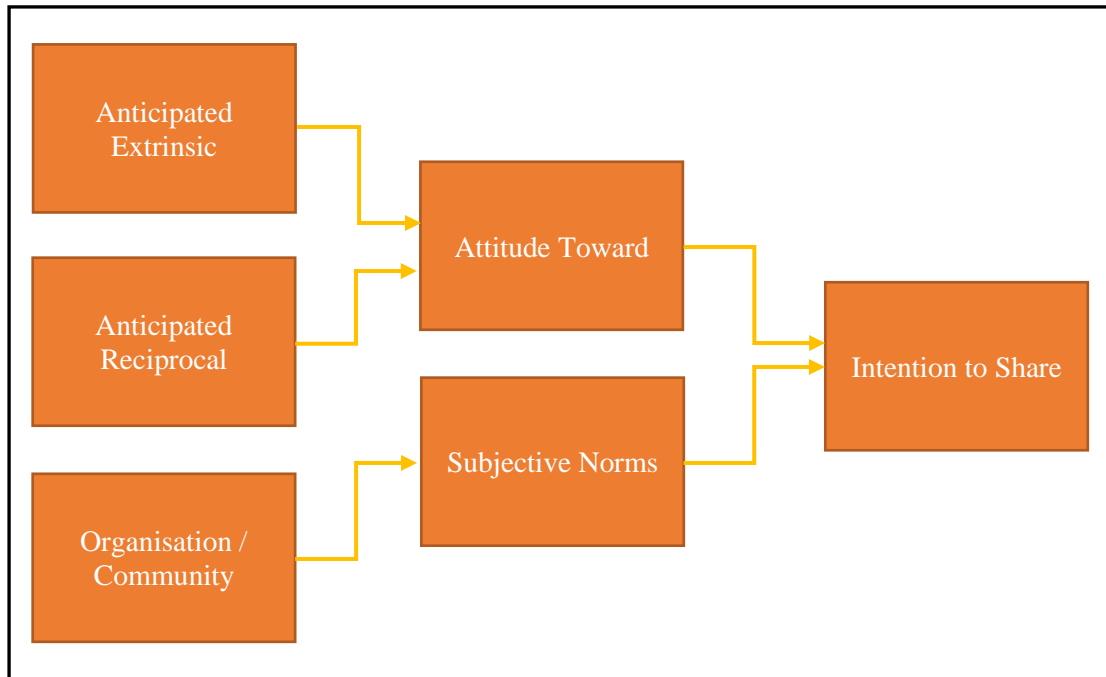
### **Figure 2.3. Theory of reasoned action (TRA)**

Source: Adapted from Ajzen & Fishbein (1980)

Fishbein and Ajzen (1980) define the Theory of Reasoned Action (TRA) as the intention that influences an individual to do something. Several researchers have used this hypothesis, which is a social psychology paradigm, to determine the motivation for people's behaviour in an ambidextrous environment (Razak et al., 2016). In this review, the TRA as depicted in figure 2.3 focuses on the intentions of community members and government agencies to share knowledge. According to Bock et al. (2005), a person's intention to engage in a certain behaviour is typically impacted by a positive attitude and social norms, where people think about whether or not other people find the behaviour they are going to engage in acceptable. Razak et al. (2016:4) define attitude as “a disposition to respond favourably or unfavourably to the self, others and the environment.” These scholars also argue that social norms are the way people think along with what they expect from other people's actions.

A person's attitude toward information sharing behaviour influences whether they intend to share knowledge and the practices associated with knowledge sharing, according to the KS framework. (Rahab & Wahyuni, 2013). It should be noted that individuals are more likely to engage in a certain behaviour if they have a positive attitude about it, and the opposite is also true. Emanating from this theory, in the context of KS, it is expected that individuals with valuable knowledge may exhibit more knowledge sharing behaviour if they hold a positive attitude toward KS. Therefore, it is important to identify the factors that motivate people (not only in the municipality or private organisations but in the communities as well) to share knowledge.

While "expected rewards," which some researchers believe to be a key motivating factor for KS, do not have a positive association to the attitude toward KS, Bock, and Kim (2001) found that factors like anticipated associations and contributions have an outstanding positive influence on people's attitudes toward KS. In 2005, they issued a paper based on TRA which found that factors such as organisational climate, community culture and attitude toward KS have a good impact on KS behaviour. In a separate research project, by Jacob and Joseph (2011) the above results were confirmed. Their findings stipulated that “social-psychological” and “organisational climate” elements have a positive impact on an individual's intention to share knowledge, while factors such as “anticipated extrinsic rewards” have an adverse effect on a person's perception of KS. Considering all these arguments, one might argue that the lack of KS between the Mayville Community and government agencies is because of a lack of positive attitude and KS culture between the two.

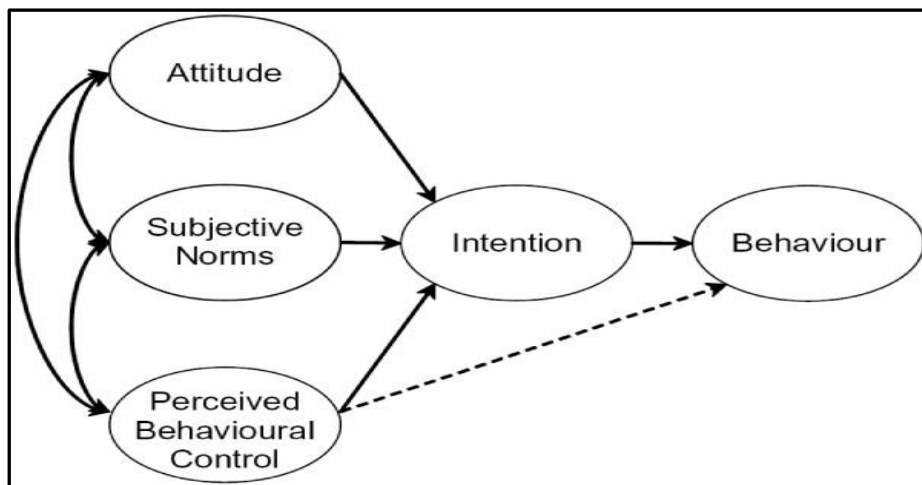


**Figure 2.4. A research module for the theory of reasoned action (TRA)**

Source: Adapted from Bock et al. (2005: 92)

As per Bock and Kim (2001), a person’s perspective toward KS and norms that are subjective are both elements that have a good effect on KS. Contemporary studies investigating a person’s sense of self-worth conducted by scholars such as Teh & Yong (2011), Bock et al. (2005) and Williams & Anderson (1991) in his article business citizenship behaviour, have all used the TRA concept. The framework of this concept, which is shown in figure 2.4, is commonly used as the model to predict how people will share their information. The findings demonstrated that the three variables under investigation significantly contributed to KS behaviour.

#### 2.6.2. Theory of Planned Behaviour (TPB)



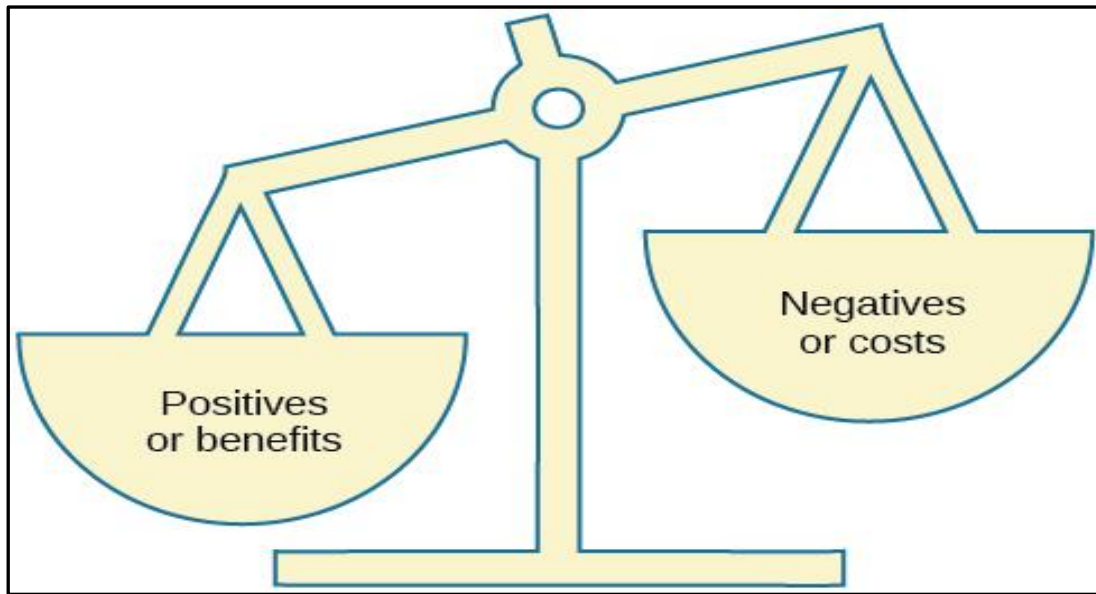
### **Figure 2.5. Theory of planned behaviour**

Source: Ajzen (1991)

The Theory of Planned Behaviour (TPB) is a term coined by Ajzen (1988: 24) which “is an appendage of the Theory of reasoned action (TRA) that includes measures perceived and behavioural control”. Figure 2.5 shows the relationship between the components within the Theory of Planned Behaviour. Razack et al. (2016) define TBA as a person's intent to carry out a specific behaviour. According to this theory, the term "intention" refers to the reasons why people engage in a specific behaviour, including their propensity to carry out the behaviour and the amount of effort they are prepared to expend. Ajzen (1991) argues that the stronger the subjective norms, attitude, and intention to share knowledge is, the higher the likelihood of KS behaviour being performed. In addition to the above, Mosala-Byrant (2016) contends that for KS behaviour to be performed in the community, the intention should be precise and clear.

It should be noted that the TRA was revised to create a Theory of Planned Behaviour with an additional dimension being introduced by Ajzen (1991) which is Perceived Control Behaviour (PCB). Perceived behavioural control is defined by this Academic as an element that is all about what individuals believe in in terms of their opportunities and skills to engage in a particular behaviour. Simply put, Razack (2016: 549) defines perceived behavioural control as the “extent to which a person feels able to perform the behaviour in two conditions; the individual must have control over the behaviour and the individual must be confident in his/her abilities to perform or not to perform the behaviour.” It should be noted however that Bandura (1992) was the first scholar to coin the concept of perceived behavioural control. Bandura (1992) postulates that perceived behavioural control is quite like an individual's self-assuredness which is defined as an individual's stance in their own proficientness to perform a particular action (Razack et al., 2016). In addition to Bandura's theory, it can be argued that a person's confidence in their ability to share knowledge is strongly influenced by perceived behavioural control. From the reviewed literature, self-efficacy influences a person's willingness or unwillingness to partake in knowledge sharing behaviour. Therefore, the construct of perceived behavioural control plays a significant role in identifying the motivation behind a person's behaviour.

### 2.6.3. Social Exchange Theory (SET)



**Figure 2.6. Social exchange theory**

Source: Rusbult and van Lange (2003)

Razack et al. (2016) define Social Exchange Theory as the trade of important resources, which will benefit both parties involved in the exchange. According to SET's precedent, it is a philosophy that defines the individual's rational behaviour to perceive the potential for benefits they would derive from the Social Exchange (Blau, 1964). The original SET concepts, which are shown in figure 2.6, were revised and it was discovered that the SET relied on the faith in individual sharing inclination along with the social value orientation of the person (Cyr & Wei Choo, 2010). Cyr and Wei Choo (2010) also suggest that this theory reduces costs and maximises the benefits that are incurred when a person exchanges knowledge with others. Social relations exchange and rewards have been identified as two categories of social exchange theory (Razack et al. (2006).

Aliakbar et al. (2012) argues that there are four types of rewards that motivate people to exchange knowledge: self-esteem, social approval, compliances, and money. Depending on the incentives individuals are looking for, money might be a valuable and appropriate motivator for people to partake in an exchange. These scholars also argue that in the SET, social approval, social relations, compliance, and self-esteem have the most influence when it comes to social exchange relations between individuals. Additionally, Molm (2001) contends that when sharing information, individuals often seek to minimise the cost of doing so whilst maximising the benefits. The benefits that individuals wish to maximise whilst exchanging knowledge must be tangible because most individuals engage in such interactions with the hope of that favour being paid back in the future (i.e., future reciprocity) (Razack et al., 2016). Molm (2001) defines reciprocity as any interaction based on the idea that those who supply benefits or

valuable resources will also receive compensation in exchange for what they have given. In this context, it may be summed up that exchanging resources like knowledge will benefit both the giver and the recipient. The three theories discussed in this section of the literature review being the Theory of Reasoned Action, Theory of Planned Behaviour and the Social exchange theory all contain elements which will serve as the foundation of this study.

## **2.8. Barriers of knowledge sharing in the South African local government**

Scholars such as Wang et al. (2009) maintain that the barriers which impede the dissemination of knowledge in local government, exist under the TOE framework that comprises of two contexts that are the organisational context and technological context.

### **2.8.1. Organisational context**

Under the organisational context, the factors that serve as barriers to the KS include the culture within the organisation, the support provided by top management when it comes to championing KS initiatives, how receptive the company is to innovation, its size, as well as the quality of the human resources within the organisation. In the municipality, organisational culture encompasses its sense of identity, primary ways of working, the set of assumptions shared by employees, and the local government's core values (Micheni, 2015). An investigation conducted by Ondari-Okemwa and Smith (2009) discovered that employees in the public division adhere to traditional cultures which tend to discourage the sharing of data and knowledge.

In their case study of Stellenbosch Municipality, Gaffoor and Cloette (2010), discovered in contrast to Ondari-Okemwa and Smith (2009), that the Stellenbosch municipality was one of the very few which had a culture that demonstrated potential in terms of fostering KS among its employees. Although cultural differences are frequently present in both the public and private sectors, this frequently has a detrimental effect on KS. In their study of a local government office in Limpopo that employs people from different cultural backgrounds, Dikotla et al. (2014) found that employees found it difficult to share information they possessed with each other because of cultural differences.

In addition, researchers such as Mothama and Govender (2014) found that in the Gauteng province, older generation staff members were found to be insecure about sharing their knowledge with the younger generation. Given the power that knowledge possesses, these employees were hesitant to share it and subscribed to the Northern Sotho idea that: "*kgomo ga e ntšhe boloko ka moka*" which means one should refrain from sharing her or his entire knowledge (Dikotla et al., 2014). Municipalities and private institutions that have a hierarchical top-down organisational model tend to have KM efforts that are unfavourable towards KS. Scholars such as Shanshan (2013) assert that a bureaucratic management

structure is not very responsive to change as it restrains the flow of communication between managers and workers that report to them. Employees are consequently likely to be less motivated to impart their knowledge because of the effects of this bureaucratic red tape.

### 2.8.2. Technological context

Internal and external technologies that are relevant to the municipality are referred to as the "technological context" (Leung et al., 2015). While external technologies relate to the technical tools offered on the market, internal technologies are the instruments that municipalities have employed to streamline the process of knowledge management. In his study of Stellenbosch Municipality, Gaffoor (2008) found that the top management in the municipality were not aware of the theory of KM. Additionally, he discovered that the ICT division lagged behind in several sectors and did not expand as the municipality grew. As a result, the ICT infrastructure of the Stellenbosch Municipality does not support KM and KS within that institution. As Gaffoor can state:

“Although the municipality has various information systems in place, there was no single database which served as a central information repository” (Gaffoor, 2008: 49).

Similar findings were reached by Averweg (2012) in his analysis of the eThekweni Municipality, which revealed that the municipality did not use cutting-edge IT tools including Decision Support Systems (DSS), Expert Systems, and Management Information Systems (MIS). Because the intranet was limited, KS and KM were not facilitated properly which left the municipality at a disadvantage because the intellectual capital of the municipality's was not in line with the strategy of the organisation. If the intranet is implemented properly, it can provide a stable foundation for the facilitation of KM and KS.

## 2.9. Indigenous knowledge

The knowledge that most community members tend to share with each other is known as Indigenous Knowledge (IK) (Gorjestani, 2004). Indigenous knowledge (IK) refers to knowledge that is unique, mainly tacit which has been derived from local experiments, experiences, skills, along with creativity (Ngulube 2002). For Ngulube (2002), IK is knowledge that has been engraved not only in the activities of the community, but also in the minds of the community members, transcending cultural boundaries and geographical spaces.

In South African communities, IK plays a key role in helping community members make strategic decisions about human and animal health, ways to manage natural resources, food security, and other important activities that could lead to the development of the community (Gorjestani, 2004). Hårsmar (2007) argues that for centuries, IK has been providing communities with strategies they can use to

solve the various problems that they face such as education, agriculture, and health care. Hårsmar (2007) goes on to give an example that for thousands of years, IK has played a major role in improving Africa's agricultural productivity even under harsh weather conditions. According to Ngendello et al. (2003) the absence of governmental attempts to capture IK is the reason it is declining at such a high rate. Consequently, this section of the literature review will assess the obstacles which inhibit community members from sharing and managing their own IK.

Information and communication technologies (ICT) have been identified as tools that can enhance the local community members' access to IK (Lemma & Hoffmann, 2005). Despite the role they play in enabling community members to access IK, ICTs can also act as obstacles to community members who are trying to manage their IK because they might not be familiar with ways of accessing these ICT systems. Subsequently, Ngulube (2008) has argued that even though local people tend to utilise ICTs to manage external knowledge, they have a tendency of disregarding their own knowledge, where instead of becoming a tool that can give people access to IK, ICT's end up creating a digital divide that restricts native people from supervising their knowledge.

Granted that ICTs can become an obstacle that inhibits the sharing of IK, it should also be noted that the World Bank (2007) argues that some impediments to the dissemination of IK among indigenous people, include lack of strategies that would integrate IK into ICT systems. Other factors include lack of regional and national IK networks in communities, lack of promotion concerning the exchange and adoption of IK among community members, and a lack of systems that can be used to document the IK that exists in the community. Scholars such as Lwoga et al. (2011) have also identified various barriers that inhibit community members from sharing IK with one another. Poor information sharing practices, resistance to change, non-availability of IK database administration, the absence of a data centre, and other socioeconomic issues are some of these barriers (Lwoga et al., 2011). Under the poor recognition of IK, Logwa et al. (2011) found that native people in communities are more inclined to perceive IK as a knowledge system that is outdated. This can be seen in how most young people in SA communities are not interested in IK because of modernisation and an education system that tends to overlook the importance of IK. The SA government also does not recognise IK and this can be seen in the way IK sharing among community members and the municipality has not been formally structured to show that it has been recognised and that it is being prioritised.

Another factor that tends to prevent communities from grasping IK is resistance to change. Lieberman (2008) states that unawareness, negative attitudes, and disinterest in learning from one another are some of the obstacles that inhibit the sharing of IK between community members and the municipality. This means that the social structures that are in place such as apprenticeships and folklore about IK that exists in the community tends to go to waste. Since IK is part of tacit knowledge, it is noteworthy that it is

undocumented because it is preserved in the human brain and as a result, there are no records of IK that have been archived in community libraries. This becomes an obstacle when it comes to KS because it is quite challenging to share experiential knowledge that has not been documented in the form of published books or articles.

## **2.10. Motivational factors that affect knowledge sharing in local government**

Scholars such as Amayah (2013) have studied various elements that influence KS in the public sector. Amayah (2013) found that KS was motivated by factors such as individual benefits, along with normative and community-related considerations. For Amayah (2013), these motivational factors influence the sharing of knowledge not only in local government organisations, but in the communities they serve. Shirazi et al. (2011) argue that other factors that motivate KS in local government offices and various communities include rewards and social interaction. Hence, for community members to share their knowledge with community liaisons that serve as local government agents, they need to interact with them multiple times for trust to develop between the two parties. Once a relationship based on trust has been developed, community members will begin to talk openly about the various ways the municipality can improve their service delivery (Shirazi et al., 2011).

Attitudes, self-efficacy, organisational culture, climate, and other structures, along with trust, support from top management and the calibre of information systems are some of the most influential elements that have been highlighted in numerous published studies as motivational factors influencing the sharing of knowledge in local government regions (Shanshan, 2013; Mohamed, 2014; Lee & Hong, 2014). Scholars such as Ncoyini and Cilliers (2016) thus argue that KS is impacted by both individual elements coupled with organizational conditions in diverse ways. These factors are discussed in Table 2.2 and Table 2.3 below;

**Table 2.2. Individual factors influencing knowledge sharing**

<b>Individual Factors</b>	<b>Influence</b>
<b>Self Efficacy</b>	Self-efficacy positively influences the intention to share knowledge on a KS platform. It is the practice of self-evaluation that influences decisions about behaviour (Perik, 2014). Self-efficacy in local government involves employees' judgement with regards to their capability to provide and organise knowledge that has value to the municipality in realising service delivery (Tan and Noor, 2013).
<b>Motivation</b>	Motivation has a positive impact on employees' intention to share knowledge (Shanshan, 2013). Dube and Ngulube (2012) contend that the underlying motivation to share knowledge is fundamentally different, depending on the field. Motivation to share knowledge is affected by whether the decision to share is mainly seen as economic and inspired by self-absorption, or non-economic and inspired by community interest and moral obligation.
<b>Trust</b>	Trust has been recognised to be the best cost-effective method that improves KS in local government organisations. When there is trust among employees in an organisation, there is a propensity of more collaboration and obligation. Employees will be inspired to share their knowledge when they recognise the beneficiaries to be reliable, trustworthy, and honest (Okyere-Kwakye and Nor, 2011).
<b>Reciprocity</b>	Reciprocity is mutual and fair sharing of information and knowledge (Tamjidyamcholo, Bin Baba, Tamjid and Gholipour, 2013). In communities of practice, KS is improved through reciprocal behaviour presented by employees. The contributor of knowledge will choose whether the beneficiary is likely to give back a positive result. Employees assess others' competencies before they reveal certain behaviour (Okyere- Kwakye and Nor, 2011).

Source: Adapted from Ncoyini and Cilliers (2016)

**Table 2.3. Organisational factors influencing knowledge sharing**

<b>Organizational Factors</b>	<b>Influences</b>
<b>Top management support</b>	The lack of top management support in local government affects the employees' attitudes towards KS. If employees have top management support, their attitudes toward KS will be more positive and they will feel more confident to share knowledge (Shanshan, 2013). Therefore, top management support has a positive influence on employees' attitude towards KS.
<b>Organisational culture</b>	sharing, and creation of knowledge. Culture in organisations can act as an impediment and an enabler of KS (Ondari-Okemwa and Smith, 2009). Organisational culture provides employees with organisational identity, it encourages social system stability, facilitates collective commitment, and forms behaviour by helping employees to make sense of their surroundings (Mannie et al., 2013).
<b>Organisational structure</b>	The nature of coordination among local government employees, which is decided by control mechanisms, influences KS (Islam et al., 2015). The hierarchical structures in local government organisations have an impact on employees with whom each individual normally interacts and from or to whom the individual is likely to transfer knowledge (Becerra-Fernandez and Sabherwal, 2010).

Source: Adapted from Ncoyini and Cilliers (2016)

## **2.11. Chapter summary**

KS literature was deliberated upon in this chapter. In the premise of South Africa's developmental context, a variety of knowledge types were examined, highlighting the local government's reach. Approaches for knowledge generation and sharing were examined, along with factors affecting knowledge transfer as deduced from the literature. This chapter also demonstrated how the theories such as social exchange, the SECI model, the Theory of Reasoned Action, and the Theory of Planned Behaviours, can be employed for the encouragement and promotion of KS in the municipality and in communities. According to the studies referenced, elements that influence KS both favourably and unfavourably include KM, hurdles to KS in South African communities, willingness to share information, and sharing instruments such ICTs. While the literature review does not fully address KS between government agencies such as the municipality and communities in South Africa, it nevertheless revealed the research loophole that this body of work will explore.

## **Chapter 3: Research Methodology**

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### **3.1. Introduction**

This chapter provided an outlook of the research tools utilised in this work. For example, the mixed method approach that was used to examine the role of KS techniques and behaviour in promoting efficient delivery of service in the Mayville Community. In relation to this, this study also looked at the different forms of knowledge that can be shared with members of the Mayville Community, as well as the motivational factors that play a role in contributing to KS along with how knowledge sharing techniques and behaviour contribute to raising awareness of service delivery. In a research project that is aligned to sociology, it is paramount to define the methodology as well as techniques used in this research work. As a result, this section will include a description of the research's design, the technique for gathering data, the study population and tools, data analytics, ethics, reliability, and a review of research methodologies.

### **3.2. Research design and methodology**

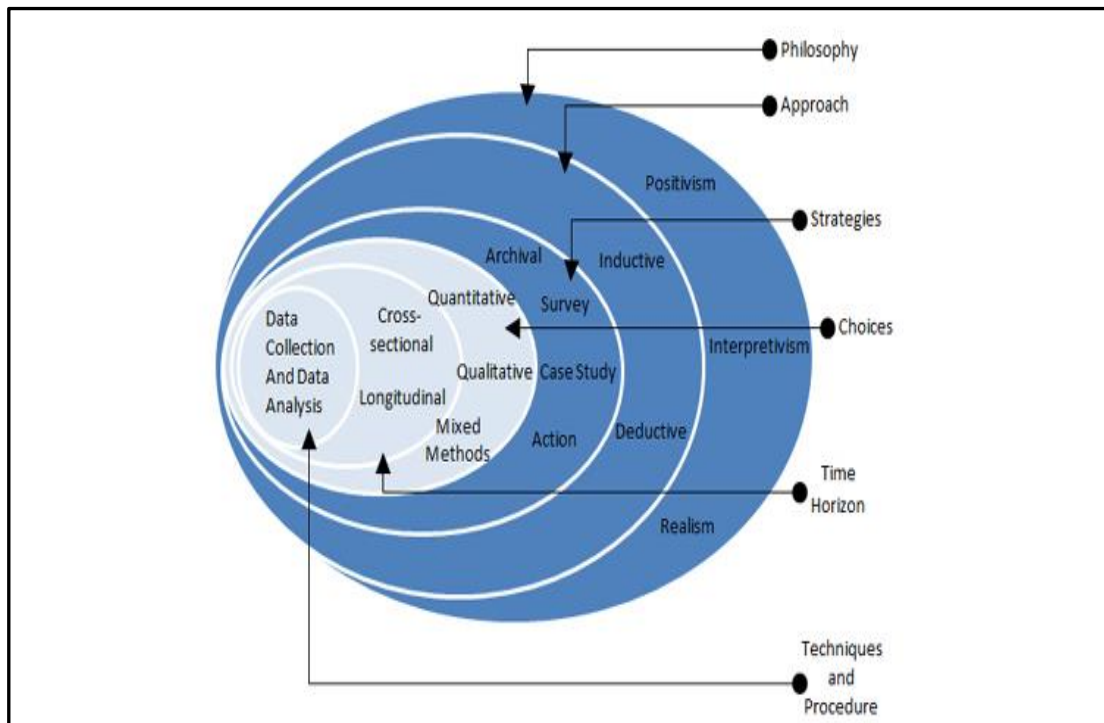
Firstly, the notion of research methodology and design needs to be simplified as a means of clearing away the uncertainty that is frequently affiliated with their usage, mostly by scholars who are up-and-coming. It is appropriate to begin by providing an explanation of research before presenting these notions as complicated phrases.

#### **3.2.1. Research design employed in this study**

The mixed-method approach was used in this work, which combines qualitative and quantitative data gathering and analysis methods (Creswell & Tashakkori, 2007). In recent years, combining qualitative and quantitative methods has become a regular thing in research (Bryman, 2007), because mixed method design makes provision for in depth and thorough information to fulfil the goals of the study and address its issues. This study has appropriately employed the triangulation research design.

### **3.3. Research philosophies**

Research philosophies have been described by Saunders (2009) as assumptions and belief systems about how knowledge is generated in a specific field. The research philosophies explored are in line with the research onion formulated by Saunders et al. (2009, p.108), as shown in Figure 3.1.



**Figure 3.1. Research Onion**

Source: Saunders et al. (2009).

Research assumptions enable the researcher to make a distinction between the various forms of research philosophies that exist. The ontological assumption centres on the nature of reality (Hesse-Biber, 2010). This means that this assumption tackles the realities encountered by the researcher when conducting her or his study.

### 3.3.1 Research philosophies suitable for this study

Pragmatism was adopted in this work because it allowed the researcher to effectively explore various roles of knowledge sharing behaviour in community advancement. Scholars such as Creswell and Plano Clark (2011) have stated that pragmatism enables the researcher to include diverse assumptions, perspectives and approaches that lead to advanced information gathering, analysis, and result analysis for better study outcomes that are not only valid but reliable as well. The adoption of the pragmatic philosophical viewpoint is one of the better techniques of rationalising the amalgamation of methods of inquiry in a management sciences study that combine numerical and non-numerical data (Morgan, 2007).

The researcher applied a mixed-methods approach to the study's study participants. The researcher's ability to gather comprehensive data for the investigation into the function of knowledge sharing behaviour in community development was made possible using a mixed methods approach. The shortcomings of one data gathering approach were overcome through the utilisation of quantitative and qualitative data. This

synthesised structure for mixed techniques affects the calibre of research findings of studies examining the relationship between knowledge and development.

### **3.4. Research approaches**

According to Chetty (2016), this is a plan of action which includes everything from broad hypotheses to specific methodologies for acquiring, analysing, and interpreting data. Such a strategy depends on the core of the research issue being addressed. There are three main types of research approach:

- i. Deductive research approach.
- ii. Inductive research approach.
- iii. Abductive research approach.

The research approach adopted for this study is discussed below.

#### **3.4.1. Research approaches suitable for this study**

This study's main objective was to assess how information sharing practice's function and approaches in increasing awareness of service delivery in the Mayville Community in KwaZulu-Natal, South Africa. This objective was accomplished using the abductive strategy. The inductive (qualitative technique) and deductive (quantitative method) approaches can be combined in a single study, which is why the abductive strategy was chosen. The mixed methods research methodology chosen for this study is suited for the abductive approach (Creswell, 2014, Saunders et al., 2016).

### **3.5. Research strategies**

The various research strategies examined include experimental design, survey design, case study design and action research. The following subsections outline the research strategies used for this study.

#### **3.5.1. Experimental design**

Experimental research is a research strategy that examines the causal relationship between many factors to determine the extent at which one variable affect the other (Saunders et al., 2016; Sekaran & Bougie, 2016). Experimental research designs aim to minimize bias and phenomena prediction. This study adopted the element of the experimental research design to understand how knowledge sharing techniques and behaviour contribute to raising awareness of service delivery in the Mayville Community.

#### **3.5.2. Case study research design**

It is via investigations like this that a certain phenomenon can be better understood in a setting that is representative of reality (Sekaran & Bougie, 2016; Wilson, 2014; Yin, 2013). In line with this argument,

Crowe et al. (2011) argue that a case study is more appropriate when there is a need to achieve a thorough understanding of the issue, occasion, or phenomena under consideration within the context of ordinary life. In line with Zainal's (2007) contention, this study used several aspects of the case study research design to explore the function of knowledge sharing techniques and behaviour in raising awareness of service delivery, using the Mayville Community in KwaZulu-Natal as a case study.

### **3.6. Research choices**

Research options include numerous approaches that are utilised in collecting and examining data. There are three methods, according to Saunders et al. (2009: 151):

1. Mono method;
2. Multiple methods, and
3. Mixed methods.

#### 3.6.1. Mixed methods research

##### 3.6.1.1. *Sequential mixed methods*

There are three types of sequential mixed methods research strategies:

- i. Sequential exploratory;
- ii. Sequential explanatory;
- iii. Sequential transformative.

The explanatory objectives of the research can then be confirmed by collecting quantitative data from a larger sample of people and analysing it using the appropriate statistical techniques. Creswell (2009) maintains that the investigator alone should decide whether to begin with a qualitative or quantitative convention, while Hanson et al. (2005) reaffirm the significance of doing data collection and analysis in a chronological order. This method was used for the current investigation. For the current investigation, this method was used. The survey instrument's addition of a few open-ended questions made it possible to gather some quantitative and some qualitative data. Following that, additional qualitative data was gathered through semi-structured interviews sessions with 10 community liaisons and one councillor. A concurrent mixed-method research choice was adopted for this study. Concurrent mixed methodology was chosen due to its exceptional capacity to gather both quantitative and qualitative data at the same time, saving both time and money (Creswell, 2014).

### **3.7. Target population**

The target demographic for this study consisted of participants from the Mayville Community, including the councillor, community liaisons, and Mayville Community members. Ward councillors are the ones who are knowledgeable about the various service delivery initiatives that are supposed to be taking place in the community, and various types of knowledge that can be useful to the community, such as initiatives that can be implemented for community development and skills development for the youth. The community liaisons are community members that have been employed by the government to raise awareness and share knowledge about the various service delivery initiatives that have been initiated by the government. These Community liaisons also raise awareness about the benefits and services that community members are entitled to. Community members were sampled by the researcher to establish whether knowledge had been shared with them and to also find out if they had shared their experiential knowledge and indigenous knowledge with government agencies.

#### **3.7.1. Sampling strategy**

Having sampling strategies in place minimises errors or sampling biases which could occur during the selection of the study sample. There are two categories of sampling methods: non-probability sampling methods and probability-based sampling methods. Probability sampling, said simply, means that every member of a population has an equal chance of being selected for a study.

##### **3.7.1.1 Quantitative Sampling strategy**

For the quantitative portion of the study, which made use of questionnaires, non-probability sampling was used. When it comes to measuring a group that is challenging to reach, purposeful sampling is most frequently used. The researcher was able to speak with the Mayville Community residents during Covid by using purposeful sampling.

##### **3.7.1.2 Qualitative Sampling strategy**

The researcher does not select the study's sample at random while using the non-probability sampling technique (Sekaran & Bougie, 2016). The sampling strategy utilised for the qualitative section of the study is the non-probability sampling method. Showkat and Parveen (2017) define non-probability sampling as an approach which uses methods that are non-randomised to draw the sample of the study.

The advantage of using the nonprobability technique in this study is that it is less expensive and less complicated than its counterpart. The drawback, however, is that it cannot be generalised. The findings of the study may apply to the group that is being studied but cannot be applied past this sample. In this investigation's interview section, a non-probability sampling technique called "purposeful sampling" was used. Purposive sampling is defined by Patton as "the selection of information-rich cases which will enable

the researcher to learn a lot about issues which are very important to the aim of the research questions” (2015: 264). It was more appropriate for this section because it assisted the investigator to choose participants with suitable information because they met to the standard set by the researcher (Sekaran & Bougie, 2016) for interviews.

### 3.7.2. Geographic site and Sample size

Ward 29 of the Mayville Community is situated at the centre of eThekweni Metropolitan municipality. Places in and around ward 29 include Wiggins, Cato Manor, Umkumbaan, Chesterville, Westridge and Ridgeview. **Figure-** is a depiction of Ward 29 in Mayville as well as its surrounding areas.

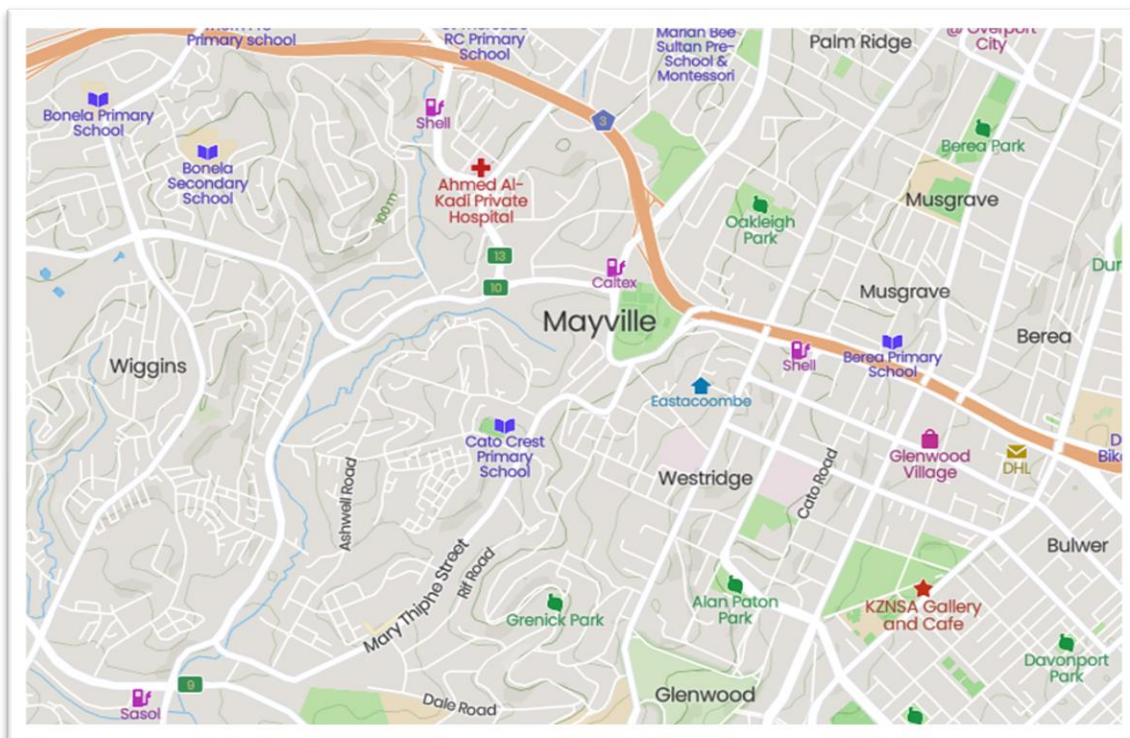


Figure: Map of Mayville, Ward 29 (Mapcarta, 2022)

The eThekweni Ward 29 (59500029) is made up of approximately 10 000 residents (Wazimap, 2019). The sampling table by Krejcie and Morgan (1970) was employed to arrive at the sample size of 337 from a target population of 10 000. Councillors, community liaisons, and Mayville Community residents make up the study's target group.

#### 3.7.2.1 Qualitative sample size

A total of 20 community liaisons and one councillor will make up the qualitative sample size. There is only one councillor representing Ward 29 Mayville Community which is why only one ward councillor was

sampled. The sample was chosen because it is convenient for the researcher, community liaisons, and councillor and can shed light on the type of knowledge they have that can be imparted to the community.

### **3.7.2.2 Quantitative sample size**

The quantitative sample size will include 316 community members from Ward 29 of the Mayville Community. The non-probability technique was used to choose the study's research participants.

## **3.8. Data collection procedures**

The techniques utilized to gather data from the right sources to address the research issue are referred to as data collection methods (Sekaran & Bougie, 2016). Data were gathered for this study using a mixed-method approach, which involved obtaining, analysing, and combining qualitative and quantitative research into a single research article (Creswell & Garrett, 2008). The researcher used mixed methods research because it enabled her to redress the disadvantages of both qualitative and quantitative methods. As a result, the strength of using both research types can be used to make up for the weaknesses of the other. A concurrent approach to this mixed-method study was adopted. That is, the quantitative part involving questionnaires were distributed to the community members. During the same period, interviews were conducted with councillors and other stakeholders.

### **3.8.1. Quantitative data collection**

Under the quantitative approach, questionnaires were administered to 316 community members (i.e., residents of the community). The benefits of self-administered questionnaires are that there is no interviewer present to introduce bias into the questions that are posed. They are also an affordable way to survey large samples due to the cheap cost-per-completion. For this study, these questionnaires requested the community members to share how they perceived knowledge sharing from the municipality and its representatives. In addition, these questionnaires sought to understand how knowledge sharing raised awareness of service delivery.

### **3.8.2. Qualitative data collection**

Under the qualitative approach, a total of 21 participants were interviewed (i.e., the councillor and community liaisons) using semi-structured questions. Interviews were quite useful for this segment of data collection as they facilitated more thorough data gathering and also enabled the interviewer to elicit responses by asking follow-up questions. These participants enabled the researcher to determine the various types of knowledge that were shared with members of the Mayville Community and to determine the motivational factors that participated in contributing to knowledge sharing in the Mayville Community. The objective of the research's qualitative component was to gather in-depth information relating to how

knowledge was being shared. Utilizing a digital recorder, the interviews were captured. The recordings we subsequently transcribed, and the information grouped into themes using the NVivo Version 12 software package.

### **3.9. Research instrument**

This study used a conventional questionnaire and an interview schedule as its research methods. A structured questionnaire was utilized to gather quantitative data, and an interview schedule was used to gather qualitative data. The questionnaire was split into two sections, referred to as: Sections A and B. Section A concentrated mostly each individuals' sociodemographic information. The sociodemographic questions included inquiries about age, gender, marital status, and educational background. A five-point Likert scale, with 1 being strongly disagree, and 5 being strongly agree was used to create Section B. The Likert rating scale was used to elicit responses on the variables in the study.

### **3.10. Procedures for data analysis**

The process for data analysis included the tools and the types of analysis conducted to accomplish the objectives of this research.

#### 3.10.1. Descriptive statistics

In order to evaluate the demographic portion of the structured questionnaire, descriptive statistics like bar charts and frequency distribution were used. Descriptive statistics, in other words, provide a concise explanation of the data with the aim of portraying the intended audience. This assists in presenting the raw data in a way that is meaningful. To understand the data set effectively, consolidated metrics of central tendency and dispersion were applied.

#### 3.10.2. Inferential statistics

Inferential statistical analysis was implemented in this study to enable the researcher to derive conclusions about a population from a sample drawn from it (Sekaran & Bougie, 2016). To understand the data set effectively, consolidated metrics of central tendency and dispersion were applied.

##### 3.10.2.1. *Pearson's product correlation coefficient (PPMC)*

To answer the study's research questions, the data were analysed using Pearson's Product-Moment Correlation Coefficient (PPMC). For the purpose of assessing and identifying the strongest correlation between two variables, this is a typical statistical procedure (Puth et al., 2014). The correlation between the two variables is absent as indicated by the number 0. Pearson's Product-Moment Correlation Coefficient (PPMC) was used in this work to determine the degree of association between the variables.

### 3.10.2.2. *Linear regression analysis*

Regression, according to Saunders et al. (2016), is a method for determining the coefficient of the regression equation using only one independent variable. To ascertain the interdependence of the variables in this study, linear regression is used.

### 3.10.3. Content analysis

Through the use of content analysis, the qualitative data gathered through in-depth interviews was assessed. Du Plessis and Mbunyuza (2014:65), posits that “qualitative study place emphasis on social phenomenon through direct observation or communication with participants and analysis of texts”. By interpreting and coding transcripts, the research technique known as "content evaluation" aims to draw conclusions (Leedy & Ormrod, 2014; Struwig & Stead, 2013).

The personal interviews' audible tape recordings of the non-numerical data were transcribed for this investigation. After that, the transcribed information was arranged into themes and sub-themes and coded. In order to analyse the qualitative data, NVivo Version 12 was used, and content analysis was used to generate transcripts. The software package for NVivo Version 12 includes nodes that make it easier to create codes and find themes in the qualitative data that was gathered. Chapter seven (data analysis chapter) presents the analysis done in NVivo Version

## **3.11. Data quality control measures**

### **3.11.1 Quantitative part**

#### 3.11.1.1 Reliability

In social research, it is crucial to evaluate the scales to ensure that they accurately and consistently measure the variables used in the study. Measuring the variables is not enough (Bhattacharjee, 2012). According to Cronbach's alpha was employed in this experiment to assess the precision of the measuring tools. An appropriate Cronbach's alpha coefficient in research is one of 0.7 or above (Leedy & Ormrod, 2014; Bougie & Sekaran, 2016). It is much preferable to have an alpha coefficient that is closer to 1. All of the study's components, with the exception of one, have Cronbach's alpha coefficients above 0.8; occupational stressors have a slightly lower alpha coefficient of 0.791.

#### 3.11.1.2. Validity

Validity is the ability to show that a designed indicator or measuring instrument can accurately measure and characterize a thought (Bryman, 2008). Before creating and using the instrument, the researcher also

sought out her supervisor's knowledge. To ensure the sampling's validity, the research's goals and constructions were in line.

The techniques created by academics in the field were also updated to establish construct validity. Additionally, information was gathered from other sources in order to achieve data triangulation. The vast number of scale items utilized in the study were divided into a more manageable number of components using factor analysis (Pallant, 2013). The exploratory factor analysis (EFA) used in this study allowed for the removal of the components that cross-loaded on other items. This was done to lay the groundwork for the scales that were employed in the current investigation.

The study's instrument's pertinent sections were used to collect qualitative data, and their validity and reliability were examined. The supervisor double-checked the codes before confirming the classification's objectivity in order to limit the researcher's preferences and predispositions related to content analysis. The results of the current study were compared with similar ones in other regional and global studies to establish external validity.

### **3.11.2 Qualitative part**

#### **3.11.2.1 Trustworthiness**

For qualitative research to be reliable, it must be trustworthy (Sekaran & Bougie, 2016). Trustworthiness is defined by the Merriam Webster Dictionary (Merriam-Webster, 2019) as the ability to be relied upon as truthful or honest. The researcher permitted the research effort to be reviewed by peers in order to create credibility in this study. This scrutiny was conducted by supervisors and other researchers in the discipline of Management, IT and Governance at the University of KwaZulu-Natal (UKZN). The fresh perspective that these individuals provided enabled them to challenge the presuppositions made by the researcher, whose familiarity with the study may otherwise have inhibited her capacity to view it with real objectivity (Mills et al., 2010).

### **3.12. Limitations of methodology**

According to Mosala and Bryant (2015), the challenges of the study allow the researcher. Possible limitations for this study include fluency in a language, this is because the questionnaires and the interview questions were in English. However, the people that reside in Mayville have their first language as isiZulu, while English is their second language, and this may have limited the participant's capacities to fully express themselves. The researcher addressed this limitation by having someone translate the questions into isiZulu for those participants who struggled to understand English. The Mayville Community in KwaZulu-Natal was the sole location where data for this study were collected. There is a need for the study to be expanded to other community within KwaZulu-Natal.

### **3.13. Ethical requirements**

To live successfully in a particular society, the community must always keep in mind what society at large considers ethical and unethical (Babbie, 2013). The way researchers relate to the participants and fields they expect to study is regulated by a Code of Ethics (Flick, 2009). The research was conducted in compliance with the UKZN Research Ethics Policy as a result (University of KwaZulu-Natal, 2016). In order to adhere to these rules, a Gatekeeper's Letter from the ward councillor was obtained and utilized to request ethical approval from the UKZN Research Ethics Committee before data collection began. Participants in the research had to sign informed permission forms before taking part in interviews or completing surveys. The consent forms with personal identifiers were kept in a locked cabinet, and the respondent's personal information was not used when coding the data for analysis, both of which provided the participants with the assurance that their anonymity would be preserved and that the information they provided would only be used for academic purposes.

### **3.14. Chapter summary**

This chapter was organized in accordance with the research onion and included a thorough analysis of the numerous methods used to accomplish the study's goal. Before choosing pragmatism as the best research philosophy for this project, the various philosophical stances were discussed. The argument for employing the abductive approach was explored along with the deductive, inductive, and abductive (integrative) research methodologies. As a result of the mixed methods research approaches utilized in this study, participants for interviews were chosen using a purposeful sampling technique, and persons for quantitative data were chosen using a simple random sample technique.

## Chapter 4: Data Analysis and Interpretation of Results

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### 4.1. Introduction

This chapter presents a comprehensive examination of the data acquired through structured interviews and questionnaires. Both descriptive and inferential statistics were applied to the quantitative data analysis. Descriptive statistics were applied to the survey questionnaire's demographic section for analysis. Research Questions #1 through #4 were to be answered through inferential statistics. Thematic and content analysis of the qualitative information gathered through telephone interviews allowed for the identification of the function that information sharing techniques and behaviour play in raising awareness of service delivery in the Mayville Community. In this COVID-19 pandemic era, telephone interviews were adopted to adhere to the social distance requirements.

This study has four objectives, which in turn gave rise to four research questions. The questions were as follows:

- i. To what extent do motivational factors influence knowledge sharing in the Mayville Community?
- ii. Is there a connection between indigenous knowledge and knowledge sharing behaviour in the Mayville Community?
- iii. Is there a relationship between indigenous knowledge possessed by the community members and knowledge sharing behaviour in the Mayville?
- iv. What is the impact of knowledge shared through information and communication technology (ICT) on raising service delivery awareness?
- v. How do strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour?

### 4.2. Analysis of the demographic

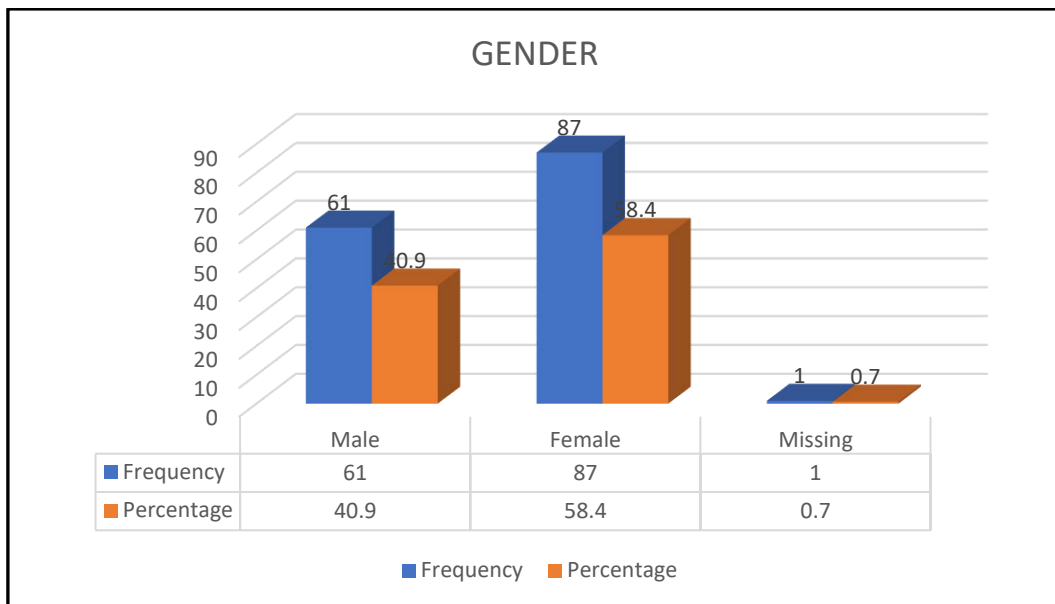
The respondents to the survey were used to collect data for six categories. The following are the six categories of information gathered for this study.:

- i. Gender;
- ii. Age;
- iii. Racial distribution;
- iv. Education;

- v. Marital status;
- vi. Years of residence in the Mayville Community.

#### 4.2.1. Gender of the respondents

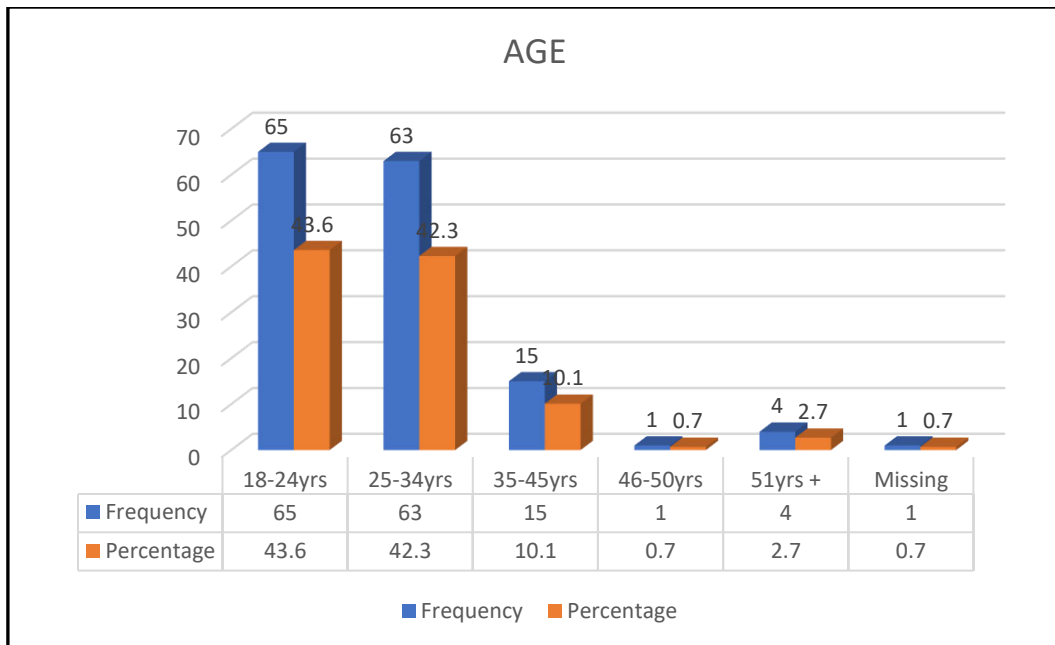
Figure 4.1 displays the frequency distribution of respondents by gender. According to Figure 4.1, there were approximately 61 (40.9%) male respondents to the study, as opposed to 87 (58.4%) female respondents. When compared to the number of male participants, this demonstrates that more women took part in the study. There was also one respondent missing in the coded data, which indicated that one of the survey respondents did not indicate her/his gender.



**Figure 4.1. Gender distribution of respondents**

#### 4.2.2. Age distribution of the respondents

Figure 4.2 illustrates the age distribution of the survey respondents.

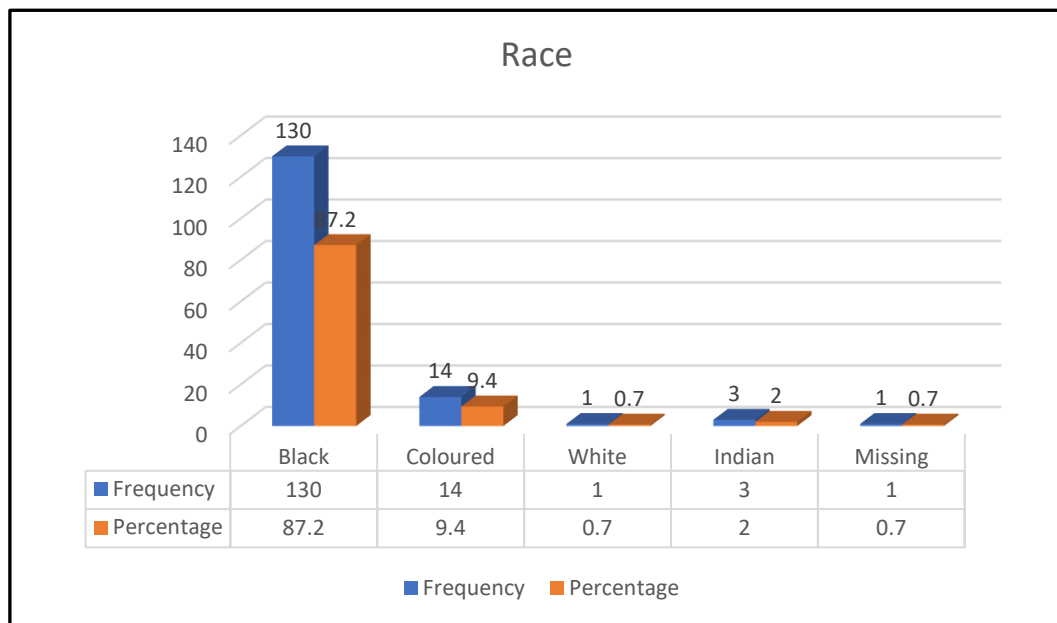


**Figure 4.2. Age distribution of respondents**

As displayed in Figure 4.2, the respondents in the age group of 18-24 years totalled 65, representing 43.6% of the total respondents, while those aged 25-34 years were 63 (42.3%) and 35-45 years were 15 (10.1%). Others were 46-50 years with 1 respondent (0.7%), 51 years and above were 4 (2.7%) and there was 1 missing data which represents an insignificant 0.7% of the total respondents. The statistical analysis shows that youths made up 96% of the survey respondents, making up the bulk of study participants.

### 4.2.3. Racial distribution

The racial makeup of the survey respondents is depicted in Figure 4.3.

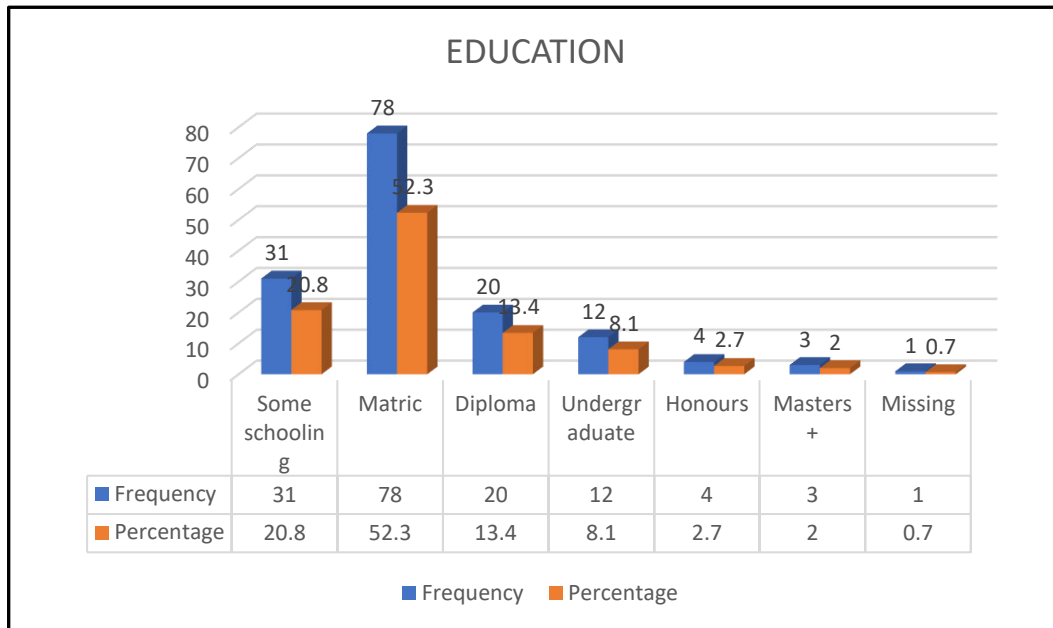


**Figure 4.3. Racial distribution of respondents**

Figure 4.3 shows 130 respondents, or 87.2% of the total, were black. Of the remaining respondents, 14 (9.4%) were coloured, 1 (0.7%) was white, and 3 (2%) were Indian. Based on this outcome, a large number of the respondents in the Mayville Community were black at the time of conducting this survey. However, 1 of the survey respondents did not indicate their race in the completed questionnaire which resulted in the missing data in Figure 4.3.

#### 4.2.4. Educational qualifications

The survey respondents' educational backgrounds are depicted in Figure 4.4.



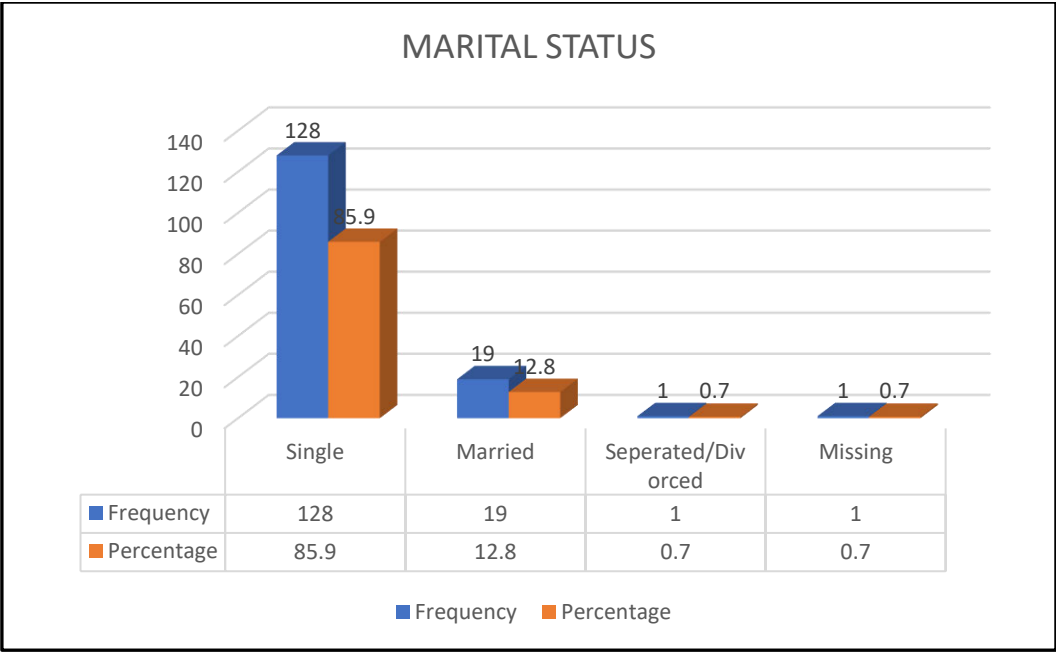
**Figure 4.4. Educational qualifications of respondents**

Figure 4.4 revealed that 31 (20.8%) of the total respondents had some schooling, 78 (52.3%) possessed a high school matriculation certificate, 20 (13.4%) possessed a diploma, 12 (8.1%) possessed an undergraduate degree, 4 (2.7%) possessed an honour's degree and 3 (2%) possessed a master's degree. A majority of the respondents in the Mayville Community had a high school diploma, as shown in the results of the statistical analysis.

#### 4.2.5. Marital status

As per Figure 4.5, 128 of the respondents (or 85.9%) were single, while 19 (12.8%) were married. Only 1 (0.7%) of the respondents did not mention their marital status, making up a negligible 0.7% of the total respondents. Only 1 of the respondents was either separated or divorced. According to the results of this statistical research, the majority of respondents (85.9%) were single.

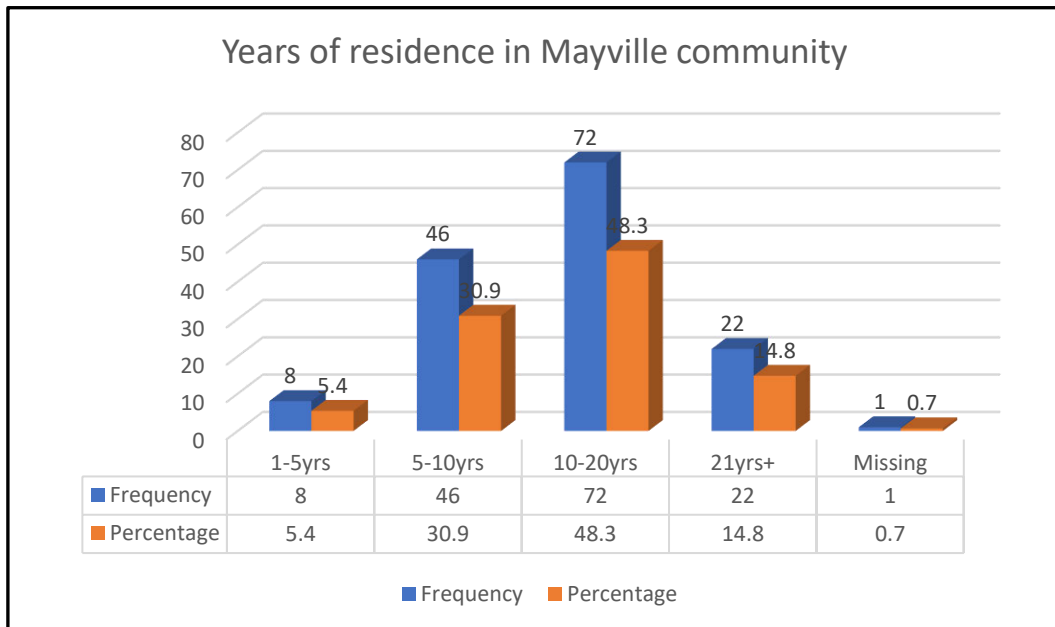
The marital status of the survey respondents is shown in Figure 4.5.



**Figure 4.5. Marital status of respondents**

#### 4.2.6. Number of years resident in the Mayville Community

The survey respondents from the Mayville Community's years of residency are shown in Figure 4.6. Figure 4.6 shows that 8 (5.4%) of the respondents surveyed had been residing in the Mayville Community for a period between 1-5 years, while 46 (30.9) had been in the community for between 5-10 years, while 72 (48.3%) of the respondents reported to having been residing in the community for 10-20 years, and 22 (14.8%) indicated they had been residing in the community for 21 years and above.



**Figure 4.6. Number of years resident in the Mayville Community**

### 4.3. Quantitative data analysis

The quantitative data was analysed using SPSS Version 26. Pearson correlation coefficient and linear regression was used to test each of the objectives of the quantitative section of this study. The outputs from the SPSS Version 26 analysis are explained in the sub-sections below.

#### 4.3.1. Motivational factors influencing knowledge sharing in the Mayville Community

Research Objective #1 was formulated to determine the extent to which motivational factors influence knowledge sharing in the Mayville Community. The degree to which motivational factors affect knowledge sharing in the Mayville Community was assessed using a linear regression. A summary of the findings from the regression analysis is given in Table 4.1.

**Table 4.1. Motivational factors as a predictor of knowledge sharing**

Variables in the equation	B	Beta	t	p-value	R <sup>2</sup>	F	df	p-value
Constant	12.630		10.890	<.0005	.136	22.800	1; 145	<.0005
Knowledge sharing	.349	.369	4.775	<.0005				

- a. Predictor: (Constant), Motivational factors
- b. DV: Knowledge sharing

According to the R<sup>2</sup> value of 0.136, the motivational factors in the Mayville community account for 13.6% of the variance in knowledge sharing. Additionally, it was discovered that there is a substantial linear link between motivational factors and information sharing ( $F(1, 145) = 22.800, p < 0.0005$ ). Therefore, the independent variable, (motivational factors), is a significant predictor of knowledge sharing,  $B = 0.349, p < 0.005$ . The results of this statistical analysis show that Research Objective #1, which sought to determine the impact of motivational factors on knowledge sharing, has been accomplished.

Pearson's correlation was used to verify the results of the regression analysis and assess how closely the two constructs were related. The results of the Pearson correlation coefficient (Pearson's  $r$ ) are presented in Table 4.2.

**Table 4.2. The relationship between motivational factors and knowledge sharing**

Construct A	Construct B	Pearson's correlation (r)	p-value
Motivational factors	Knowledge sharing	0.369**	<.0005

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The Pearson's correlation shows that, as illustrated in Table 4.2. The positive correlation implies that the various motivational factors such as the incentives provided by the municipality, enhance knowledge sharing among the community members in the Mayville Community. According to Witherspoon et al. (2013), knowledge sharing is a foundation for a group of people's survival and is being adopted by organizations internationally as a competitive strategy, which is consistent with the findings of this study.

#### 4.3.2. Relationship between indigenous knowledge and knowledge sharing behaviour

Research Objective #2 was created to ascertain the relationship between indigenous knowledge and knowledge-sharing behaviour in the Mayville Community. First, a linear regression was used to determine whether indigenous knowledge influences behaviour related to information sharing. A summary of the regression analysis is shown in Table 4.5.

**Table 4.3. Indigenous knowledge as a forecaster of knowledge sharing behaviour**

Variables in the equation	B	Beta	t	p-value	R <sup>2</sup>	F	df	p-value
Constant	6.745		7.344	<.0005	.431	110.728	1; 146	<.0005
Knowledge sharing behaviour	.593	.657	10.523	<.0005				

- a. Predictor: (Constant), Indigenous knowledge
- b. DV: Knowledge sharing behaviour

The regression analysis in Table 4.3 produced an R<sup>2</sup> value of 0.431, indicating that indigenous knowledge accounts for 43.1% of the variance in knowledge-sharing behaviour in the Mayville Community. Indigenous knowledge and knowledge-sharing behaviour have a significant linear relationship,  $F(1, 146) = 110.728, p < .0005$ . The independent variable (indigenous knowledge) is a significant predictor of knowledge sharing behaviour,  $B = 0.657, p < 0.0005$ . According to a study by Paulin and Suneson (2015), sharing knowledge is a key aspect of civilisation because it is essential to learning, which leads to social advancement.

The outcome of the Pearson correlation which was conducted to determine the degree of correlation between the two constructs is presented in Table 4.4.

**Table 4.4. The relationship between indigenous knowledge and knowledge sharing behaviour**

Construct A	Construct B	Pearson's correlation (r)	p-value
Indigenous knowledge	Knowledge sharing behaviour	0.657**	<.0005

\*\* . Correlation is significant at the 0.01 level (2-tailed)

In the Mayville Community, there is a strong association between indigenous knowledge and knowledge sharing behaviour, as indicated in Table 4.4 ( $r = 0.657, p = 0.0005$ ). The positive correlation implies a direct relationship between indigenous knowledge and knowledge sharing behaviour. In other

words, if information sharing behaviours continue to improve, so will knowledge sharing behaviours in the Mayville Community.

#### 4.3.3. The impact of knowledge shared through ICT on awareness about service delivery

The third research objective of this study was created to ascertain how information communicated through ICT correlates with one another. Regression analysis was carried out to assess whether the independent variable (knowledge shared) is a predictor of the dependent variable. The summary of that study is shown in Table 4.5.

**Table 4.5. Knowledge shared as a predictor of ICT**

Variables in the equation	B	Beta	t	p-value	R <sup>2</sup>	F	df	p-value
Constant	8.611		5.046	<.001	.202	36.647	1; 145	<.001
Knowledge sharing	.563	.449	6.054	<.001				

- a. Predictor: (Constant), Knowledge shared
- b. DV: ICT

According to Table 4.5's summary of the regression analysis, R<sup>2</sup> is 0.202, which suggests that knowledge sharing in the Mayville Community is responsible for 20.2% of the variance in ICT. A significant linear relationship was established between knowledge shared and ICT as  $F(1, 145) = 36.647, P < 0.001$ . Therefore, the independent variable (knowledge shared) is a significant predictor of dependent variable (ICT),  $B=0.449, p<0.001$ . This statistical analysis's findings support the achievement of Research Objective #3, which was to identify the relationship between information transferred through ICT.

Pearson's correlation was used to check the results of the regression analysis and establish the degree of association between the two constructs. The results of the Pearson correlation are presented in Table 4.6.

**Table 4.6. The relationship between knowledge shared and ICT**

Construct A	Construct B	Pearson's correlation (r)	p-value
Knowledge shared	ICT	0.449**	<.001

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Knowledge sharing and ICT are significantly positively correlated, as shown by the Pearson correlation shown in Table 4.6 ( $r = 0.449$ ,  $p = 0.001$ ). The considerable positive relationship suggests a direct connection between the dependent variable and the independent variable (knowledge shared) (ICT). The direct relationship implies that knowledge shared enhance the use of ICT within the Mayville Community. A similar study conducted by Mulyana and Putri (2022) suggests that leveraging ICT could make it easier for community members to communicate, share information and absorb knowledge. In similar vein, the study by Farooq (2018) revealed that knowledge sharing is a significant predictor of performance; furthermore, the study affirmed that the relationship between knowledge sharing, and organisational performance is important in both in firms and community level.

#### 4.3.4 The association between knowledge shared and awareness about service delivery.

This study's research objective #4 was designed to determine the relationship between shared knowledge and service delivery awareness. Table 4.7 illustrates the summary of the output from regression analysis which was conducted to establish if the independent variable (knowledge shared) is a predictor of the dependent variable (awareness about service delivery).

**Table 4.7. Knowledge shared as a predictor of service delivery**

Variables in the equation	B	Beta	t	p-value	R <sup>2</sup>	F	df	p-value
Constant	10.430		4.575	>.05	.007	1.075	1; 145	>.05
Knowledge sharing	.129	.086	1.037	>.05				

- a. Predictor: (Constant), knowledge sharing
- b. DV: Service delivery

The summary of the regression analysis presented in Table 4.7 reveals the value of R<sup>2</sup> as 0.007 which implies that knowledge shared accounts for 0.7% of the variance in awareness about service delivery in the Mayville Community. In other words, there is no significant linear relationship between knowledge shared and awareness about service delivery as  $F(1, 145) = 1.075$ ,  $P > 0.05$ . This means that the independent variable (shared knowledge) does not significantly predict the dependent variable (awareness of service delivery);  $B = .086$ ,  $P > 0.05$ . Based on the results of this statistical analysis, Research Objective #4, which sought to establish the relationship between knowledge exchanged and awareness of service delivery, was achieved.

The results of the regression analysis were verified, and Pearson's correlation was used to assess the degree of the association between the two constructs. The Pearson correlation's finding was consistent with the conclusion of the study shown in Table 4.8.

**Table 4.8. The relationship between knowledge shared and service delivery awareness**

Construct A	Construct B	Pearson's correlation (r)	p-value
Knowledge shared	Service delivery	0.086	<.05

The Pearson correlation illustrated in Table 4.8 revealed that there no association between knowledge shared and awareness about service delivery at ( $r = 0.086$ ,  $p > 0.5$ ). The lack of association between the two variables suggest that knowledge shared does not determine awareness about service delivery within the Mayville Community. This finding contradicts the finding of a recent student conducted by Abubakar (2022), which revealed that knowledge shared helps to disseminate and made relevant information on service delivery available for the benefit of other people. Abubakar (2022) further argue that, people could exchange knowledge, both tacit and explicit which in turn create new knowledge thereby increasing the level of awareness on knowledge management.

#### 4.3.5. Strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour.

To ascertain the methods utilized to tackle the challenges of knowledge sharing and its impact on knowledge sharing behaviour, research objective #5 was developed.

**Table 4.9. Challenges of knowledge sharing as a predictor of knowledge sharing behaviour**

Variables in the equation	B	Beta	t	p-value	R <sup>2</sup>	F	df	p-value
Constant	5.447		4.916	<.0005	.387	92.232	1; 146	<.0005
Knowledge sharing behaviour	.527	.622	9.604	<.0005				

- a. Predictor: (Constant), challenges of knowledge sharing
- b. DV: Knowledge sharing behaviour

The obstacles of knowledge sharing are estimated to account for 38.7% of the variance in knowledge sharing, as shown in Table 4.7, and there is a significant linear association between challenges of knowledge sharing and knowledge sharing behaviour,  $F(1, 146) = 92.232$ ,  $p < .0005$ . The independent

variable (challenges of knowledge sharing) is a significant predictor of knowledge sharing behaviour,  $B= 0.622$ ,  $p < 0.0005$ . Based on this outcome, the fourth research objective, which was to determine how information sharing behaviour and solutions for overcoming obstacles are related, was achieved.

The Pearson’s correlation coefficient in Table 4.8 presents the degree of correlation between challenges of knowledge sharing and knowledge sharing behaviour.

**Table 4.10. The relationship between challenges of knowledge sharing and knowledge sharing behaviour**

Construct A	Construct B	Pearson’s correlation (r)	p-value
Challenges of knowledge sharing	Knowledge sharing behaviour	0.622**	<.0005

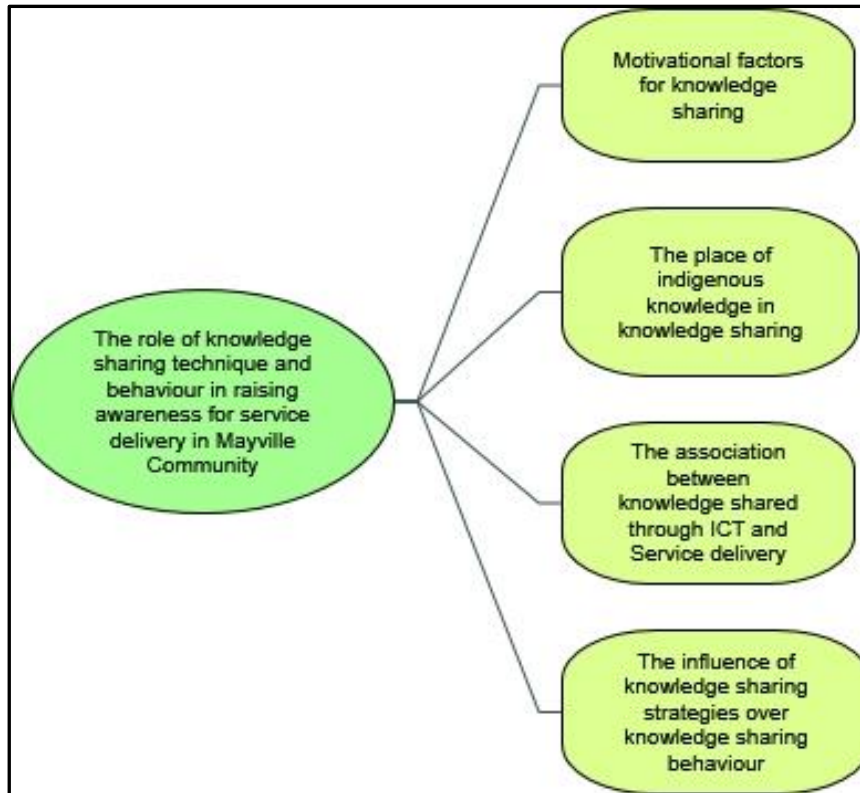
\*\* . Correlation is significant at the 0.01 level (2-tailed)

The analysis's findings, which are presented in Table 4.8, indicate a positive correlation between the Mayville Community's issues with knowledge sharing and knowledge sharing behaviour. This implies that the strategies used to overcome challenges of knowledge sharing in the Mayville Community influence the knowledge sharing behaviour of the community members.

#### 4.4. Qualitative data analysis

The participants for this qualitative data were drawn from the councillor and community liaisons of the Maryville Community. The collected data was analysed with NVivo Version 12, whereby several themes emerged. NVivo Version 12 is a qualitative data analysis computer software package, where themes are generated from the participants’ responses. In NVivo Version 12, themes are presented in nodes. Nodes are in the form of boxes that contain the information on the themes (Zamawe, 2015).

Figure 4.7 displays the themes that came from the. The four themes also represent the four objectives of this study.

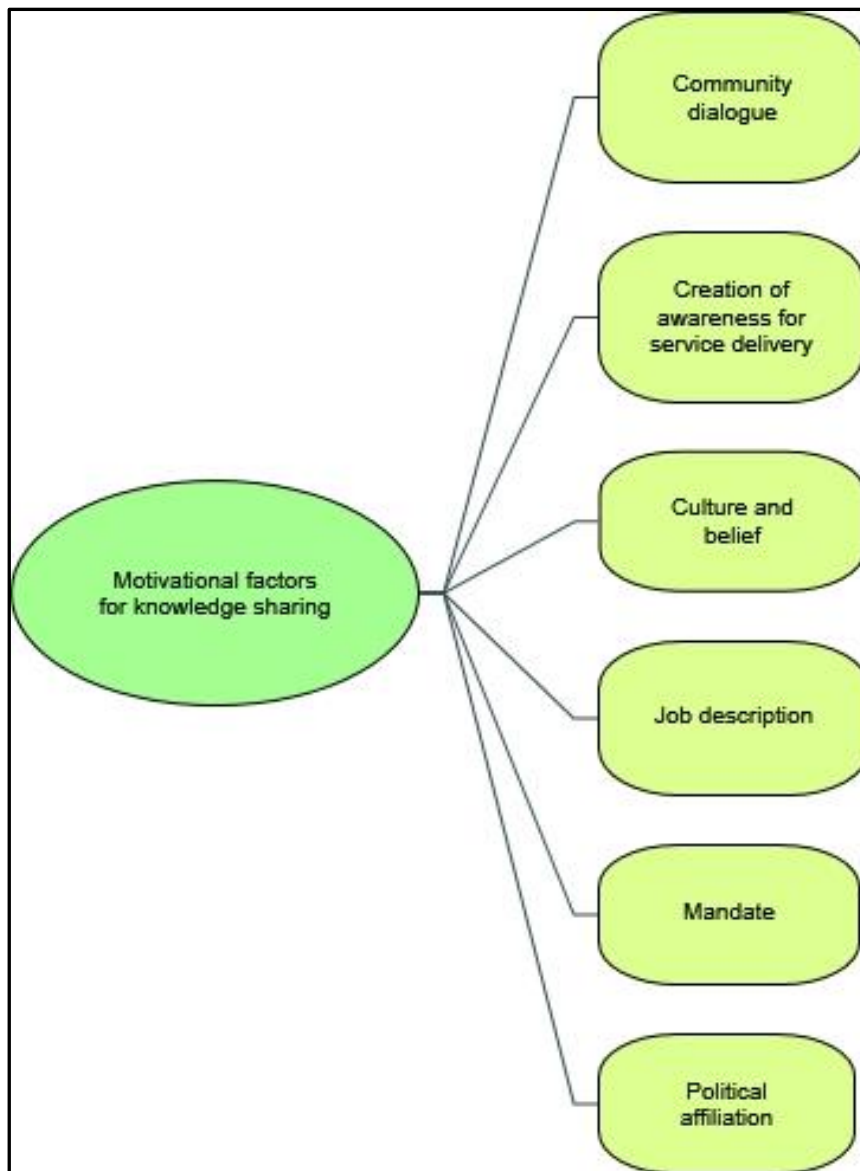


**Figure 4.7. Project map**

Figure 4.7 represents the interview outcome designed to unpack the role of knowledge sharing technique and behaviour in raising awareness for service delivery in the Maryville Community. These outcomes represent the four objectives of this study. The following themes were generated using NVivo Version 12 software for the analysis.

#### 4.4.1. Research Objective #1 Motivational factors influencing knowledge sharing in the Mayville Community

This study's primary goal was to ascertain how much motivational factors influence knowledge sharing in the Mayville Community. In the first instance, knowledge sharing has been classified as a vital tool that helps organisations, government, institutions reach its goals (Schiuma et al., 2012). Also, according to these authors, the motivational factors for knowledge sharing are majorly categorised either as intrinsic or extrinsic. Figure 4.8 depicts the themes that emerged from the motivational factor for knowledge sharing.



**Figure 4.8. Six themes generated from the telephonic interviews**

Figure 4.8 displays the six themes generated from the responses of the participants in the telephonic interviews conducted to examine the extent to which motivational factors influence knowledge sharing in the Maryville Community.

The six themes generated were as follows:

- i. Community dialogue;
- ii. Creation of awareness of service delivery;
- iii. Culture and belief;
- iv. Job description;
- v. Mandate;

vi. Political affiliation.

These six themes will now be discussed in detail.

4.4.1.1. *Community dialogue*

The result of the analysed qualitative data reveals community dialogue as one of the motivational factors for knowledge sharing in the Maryville Community. According to one of the study participants, community dialogue motivates knowledge sharing because it exposes the problems and difficulties being faced in the community and the interventions taken by the stakeholders. This awareness comes out in the round-table dialogue between the municipality, NGOs, and committee members in the community. An excerpt from one of the interviews that expressed this standpoint is as follows:

**Interviewer:** *What motivates you to share knowledge with the community?*

**Participant 1:** *At first, it involves the community because there is a political party that I am a member of. I got involved in the politics at a very young age. I got an advantage to much information before hand and the information from the ward committees. It is information regarding the development of the ward, like projects on youth at a ward level, and information regarding women abuse awareness and child abuse awareness. Any municipality need to call meeting and to also work with NGOs to form community dialogue.*

4.4.1.2. *Creation of awareness for service delivery*

One of the motivating motives for knowledge sharing in the Maryville Community, according to the theme that emerged from the data analysis. A couple of the participants admitted that one of the reasons they felt compelled to share knowledge and information with the community was so that others would be more aware of what was going on around them. The following responses reflect this viewpoint:

**Participant 7:** *Yes, it does, because now after the meetings they now feel more informed and that they are considered. They now believe that the counsellor or the municipality did not forget about them and that they now know what the next step will be regarding their service delivery that they have been waiting for.*

**Participant 3:** *Yes, the people they should be aware of what the councillor is doing or what the government is doing. This is what is important that the people must be educated about certain things. So that's what motivates me and most of the time.*

*People are not motivated; it means they are not educated about certain things, then they will always force challenges to your work because they don't have enough information.*

#### 4.4.1.3. Culture and belief

Culture and belief have been classified as intrinsic motivational factors because the focus is not on the reward, but the pleasure and satisfaction derived from the experience (Lin, 2007). The result of the data analysed reveals that one of the participants shares knowledge because of personal belief and culture. An excerpt from one of the interviews that expressed this viewpoint is as follows:

**Participant 7:** *What I'm trying to say is helping people is something I learned when I was growing up and I still believe in it until today.*

**Interviewer:** *So, you are saying your culture and beliefs are what motivates you to share information with the community of Mayville?*

**Participant 7:** *Yes sister, that is exactly what I am saying.*

#### 4.4.1.4. Job description

This theme was generated as one of the factors that motivates municipal employees to share knowledge with the rest of the community. Based on the data analysed, one of the participants revealed that he shares knowledge with the people of the Maryville Community because it is part of his job description. An excerpt from one of the interviews that expressed this viewpoint is as follows:

**Participant 7:** *I think it is something within me and it also have something to do with my job description. For example, there is an old lady living in the area I work at, and someday she was not feeling well I then took her to the clinic because she had forgotten to fetch her pills. When I got there, I waited for the nurses to do everything they want on her then I took her back home. What I'm trying to say is helping people is something I learned when I was growing and I still believe in it till today, and I then got a job where I had to help and keep people informed all the time, which is something I really enjoyed.*

#### 4.4.1.5. Mandate

The results from the data analysed shows mandate as one the motivational factors that emerged. A few of the participants revealed that it was a mandate for them to share knowledge with people of the Maryville Community. Excerpts from two of the interviews that expressed this belief are as follows:

**Participant 5:** *Okay, as a ward committee member we have a mandate. When the municipality see the municipal committee as once a month, they see and they issue a report which is called cover report from the council. It is mandatory to convey that message to the community and to keep them informed of the development in our ward and city officials of eThekweni as a whole. And I also share information coming from the office of the community development. So, it is my duty to arrange meetings alongside a ward councillor.*

**Participant 3:** *I think the first and foremost thing for the office of the councillor is to pass information and to refer where you don't have information. Refer them to the relevant department, so that's the thing that we do and if we don't have the information to share with them, we have to go and dig for information that we can bring to our people, they must know what's going on.*

**Interviewer:** *Okay, so you basically saying that the role and position that you have has basically motivated you to share knowledge with the community, because it is part of your job description as a councillor and as the office of the councillor?*

**Participant 3:** *Yes definitely.*

#### 4.4.1.6. Political affiliation

This theme also emerged as one of the motivational factors from the data analysed to examine the influence of motivation on knowledge sharing. According to some of the participants, what motivates their knowledge sharing with the Maryville Community members is their political affiliation. Excerpts from two of the interviews that expressed this viewpoint are as follows:

**Participant 5:** *At first, it involves the community because there is a political party that I'm a member of. I got involved in politics at a very young age. I gained an advantage to much information beforehand.*

**Interviewer:** *So, I guess you can say that you were self-motivated by your beliefs and your interest in politics to now take up this position, and that's what motivated you to share knowledge with the community?*

**Participant 5:** *Yes mam.*

**Participant 2:** *(laughing) I think to be honest Tebogo. Since I was very young, I have been serving for a long time, that means it's in my veins. I was a child that was working even from primary. I was a prefect from primary to high school. Even where I was working, it's like all and all and all. I think it's in my heart to communicate with the people because whatever I am saying they do listen to me you, see?! We don't end up like fighting. They do respect me; I don't know maybe it's like I respect them first. I know to lead people from a long time. Even I have been induna in the rural area that's why I'm saying to lead people I know a long time. I think I must study further now for politics so I can go to parliament. I want to be in the municipality one day.*

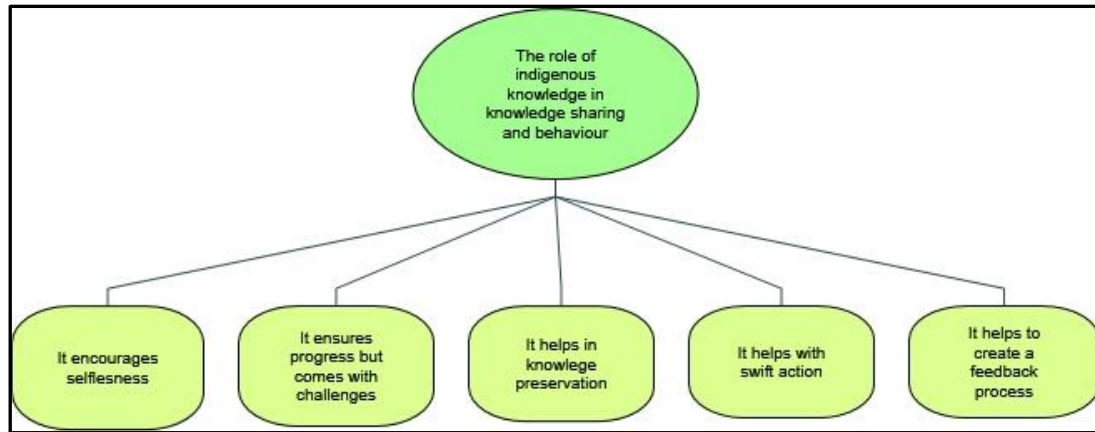
#### 4.4.2. Research Objective #2 Relationship between indigenous knowledge and knowledge sharing behaviour

The study's second goal was to determine the link between indigenous knowledge and practices of knowledge sharing. From the data that was analysed, five themes were produced.

The five themes generated from the analysed data were as follows:

- i. It encourages selflessness;
- ii. It ensures progress, but comes with challenges;
- iii. It helps in knowledge preservation;
- iv. It helps in swift action;
- v. It helps to create a feedback process.

These five themes will now be discussed in detail.



**Figure 4.9. Five themes outlining the relationship between indigenous knowledge and knowledge sharing behaviour**

#### 4.4.2.1. *It encourages selflessness*

The outcome of the data analysed showed that indigenous knowledge plays a major role in knowledge sharing in the Maryville Community as it encourages the executive, as well as members of the community, to go extra mile in service and information sharing. An excerpt from one of the interviews that expressed this view is as follows:

**Participant 7:** *I think it is something within me and it also have something to do with my job description. For example, there is an old lady living in the area I work at, and someday she was not feeling well I then took her to the clinic because she had forgotten to fetch her pills. When I got there, I waited for the nurses to do everything they want on her then I took her back home. What I'm trying to say is helping people is something I learned when I was growing and I still believe in it till today, and I then got a job where I had to help and keep people informed all the time, which is something I really enjoyed.*

#### 4.4.2.2. *It ensures progress, but comes with challenges*

This theme was generated from the analysed data to show the place of indigenous knowledge in knowledge sharing in the Maryville Community. From the responses of some of the participants, indigenous knowledge ensures progress, but it comes with challenges. Excerpts from two of the interviews that expressed this position are as follows:

**Participant 3:** *Yes, so you share knowledge with the community, but as part of being a community leader, this relationship is a two-way street, you give them knowledge they give you knowledge as well. What you call indigenous knowledge or knowledge you may not be aware of that might be helpful. So, do you have any rewards for people who come to you, and say I want to share this information with you regarding this land area as a person who has been here for 20 years? You get what I'm saying?*

**Participant 5:** *Many people they always come with ideas and things that can help the community moving forward. But with the municipality it's hard. When you send them something and prove it to them, they will pin you down and say this land we are going to use for something. Sometimes it's hard in the community when you don't have the budget.*

**Interviewer:** *So, now you are saying the problem now comes when people tell you this information, and you can't action it because the government does not give you the necessary resources to actually act out on this indigenous knowledge you received.*

**Participant 5:** *Yes. People are scared to even share information because with our area's management, if I can come and say there's something like this I want do, they say put it in writing. And then we put it in writing. And then they will make you go this way this way and so on. And at the end of the day, they will pen you down. And when they own you down, three years later you see the same thing happening.*

#### 4.4.2.3. *It helps in knowledge preservation*

Knowledge preservation is a process of maintaining important information or knowledge about an organisation or community in a stored form to be recalled for a future purpose (Mazour, 2005). The analysed data for this study revealed that indigenous knowledge helps to preserve information for future use. Excerpts from two of the interviews that expressed this viewpoint are as follows:

**Participant 3:** *Yes, because in the community we got different communities, there's different cultures there's different background and languages, you see, so it's important that we can take that as an indigenous because it belongs to a certain group of tribes or race groups. Yes, it's indigenous because you can't find it anywhere, you find it from that directed group of people.*

**Participant 4:** *We got it office here, near the councillor's office. And we also keep all the information on the files in the office. So that when sometimes, let's say we are leaving, we can easily hand over to the next person. So that when he/she takes over, they know what to do.*

#### 4.4.2.4. *It helps in swift action*

The result of the analysed data also revealed that the indigenous knowledge helps in taking quick action on information of concern within the community. An excerpt from one of the interviews that expressed this view is as follows:

**Participant 7:** *There was a day where the community was angry and decided to burn down the counsellor office and they were burning rubbish in front of the counsellor gate, and some rubbish they tried throwing inside the office. I tried to resolve the issue by calling the police to protect the counsellor. And with the. Police being there we were trying to talk to each individual from the community to say we see the damage but let us unite and work with the municipality. I can see that there is a problem but let us unite as a community and try finding a solution to the current situation. It doesn't help burning the roads and of property, because even the counsellor waits for the response from the municipality. If you try and burn down the counsellor it now seems like you are against the upliftment and service delivery that the counsellor tries to bring. Well in my case it's different because the community is very familiar with me and they do listen when I tell them that what they are doing is wrong.*

#### 4.4.2.5. *It helps to create a feedback process*

According to Carless (2006), feedback is a process that is very germane to development. From the qualitative data analysed for this study, indigenous knowledge was revealed to play a vital role in feedback. An excerpt from one of the interviews that expressed this standpoint is as follows:

**Participant 5:** *We don't have the statistics. Because you see what happen is, maybe it takes like 4 to 5 months or 3 months. In a year we have maybe like 5 cases I can say 40-plus women that we have dealt with 23 of them have finished the process and have done it till the end, 5 of them are with you and the others went back to their home. And sometimes not those cases only, you see, like I had a big case with a lady that shared a birthday with Nelson Mandela, same year same month and we were trying to assist her*

*at the house, but unfortunately like 4 months back after her birthday in July she died.  
And sometimes cases do not become successful.*

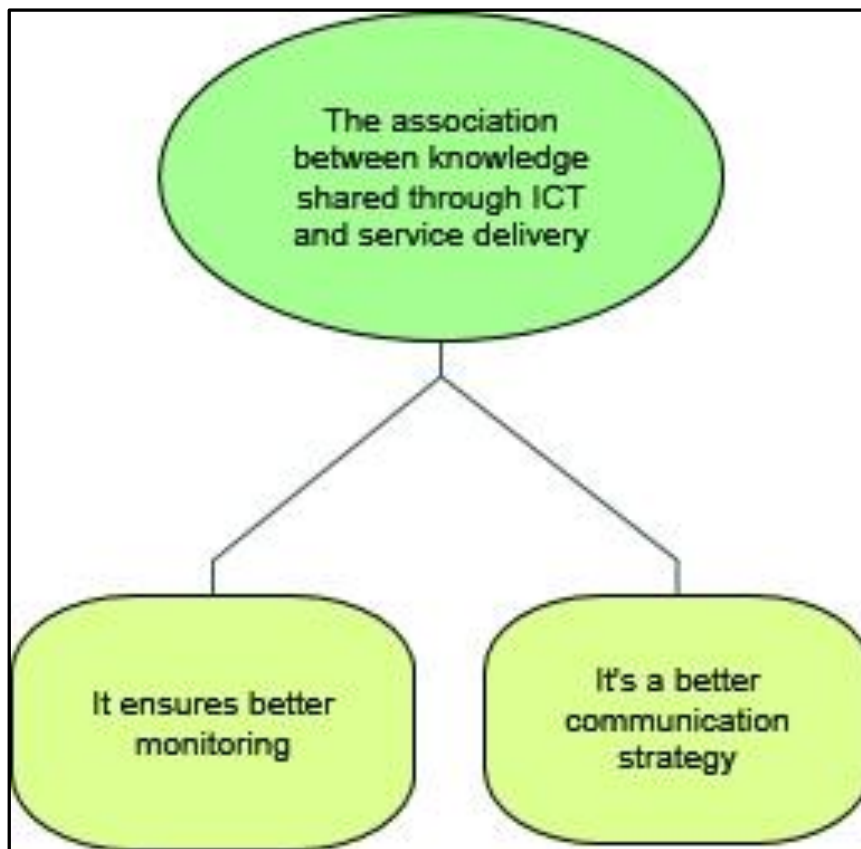
#### 4.4.3. Research Objective #3 The impact of knowledge shared through ICT on awareness about service delivery

The third objective of this study was to examine the association between knowledge shared through ICT, and awareness about service delivery. Two specific themes were generated from the data analysed for this objective.

The two themes generated were as follows:

- i. It ensures better monitoring;
- ii. It ensures a better communication strategy.

These two themes will now be discussed in detail.



**Figure 4.10. Themes associated with the role of ICT in knowledge sharing**

#### 4.4.3.1. *It ensures better monitoring*

This theme emerged from the analysed data showing the association between knowledge shared through ICT and service delivery. The data reveals that it ensures better monitoring of service delivery especially when the information is shared through ICT. However, the responses from the research participants revealed that they did not use ICT in their knowledge sharing. An excerpt from one of the interviews that established this position is as follows:

**Participant 5:** *Okay, sometimes it differs from case-to-case. That is to say, this thing happened to her. Oh, some issues that when you come and report that my husband or girlfriend is doing this, and then in that we select the people that we trust and that we know will give a possible solution, and then we do have WhatsApp group. Yes, currently we have been using WhatsApp group and the meetings. That is the only form of communication that we have currently.*

#### 4.4.3.2. *It ensures a better communication strategy*

The result of the analysed data revealed that people saddled with the responsibility of knowledge sharing in the Maryville Community only use loud hailers to communicate knowledge sharing. Excerpts from two of the interviews that expressed this viewpoint are as follows:

**Participant 3:** *The ordinary way is the meetings, but as you know sometimes the meetings during this Covid time, the meetings were prohibited. But normally we use meetings gatherings to share information. Secondly, we announce through loud hailers and tell the people about something that might happen or what they need to do. Just using the department, they call community participation, where we use loud hailers to the community, we also use social media groups. There are committees, ward committees, we also use groups in the social media networks like WhatsApp groups and then the area committees they have groups where we share information with them.*

**Participant 5:** *I used to ask for community participation, just to use loud hailers and call the meeting for the community. Then we all come in the same place and tell them everything there.*

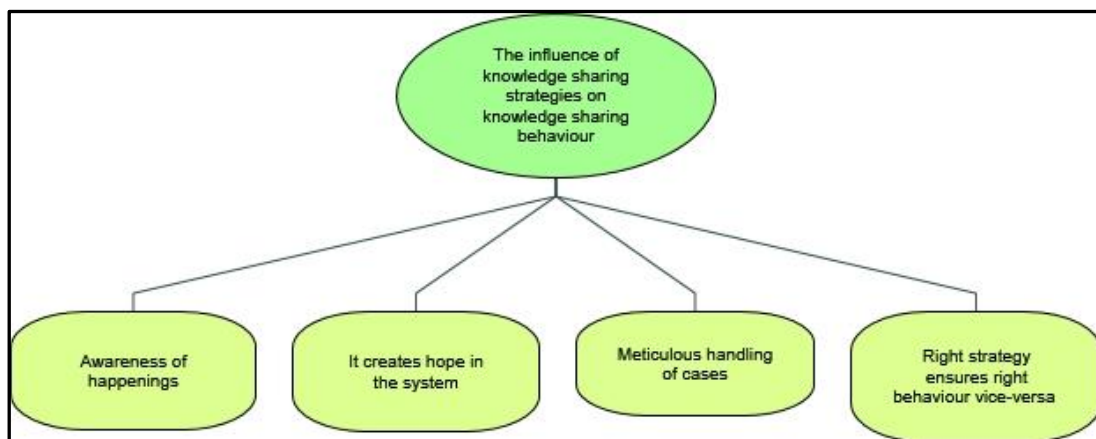
4.4.4. Research Objective #4 Strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour.

The fourth objective of this study was to examine how the strategies of knowledge sharing influence knowledge sharing behaviour in the Maryville Community.

The following four themes emerged from the analysed qualitative data:

- i. Awareness of happenings;
- ii. It creates hope in the system;
- iii. Meticulous handling of cases;
- iv. Right strategy ensures right behaviour and *vice versa*.

These four themes will now be discussed in detail.



**Figure 4.11. Themes related to the impact of knowledge sharing strategies in knowledge sharing behaviour**

#### 4.4.4.1. Awareness of happenings

This theme emerged from the analysed data to show the influence of knowledge sharing strategies over knowledge sharing behaviour. It was discovered that the strategies of knowledge sharing in the Maryville Community allow the community members to be aware of events and happenings around them which informs their behaviour towards knowledge shared. Excerpts from two of the interviews that expressed this standpoint are as follows:

**Interviewer:** *Does sharing information with the community help in making the community members aware of the developments happening in the community?*

**Participant 1:** *Yes, it does help keep them updated. Even if the agenda is not about job opportunities, they get updated on issues like waste collection, housing development and electricity supply. Yet they don't understand that as they live in informal settlements, they demand electricity, we usually get questions similar to that when we hold meetings, and they often require answers. and after the meeting we meet with the counsellor and discuss the questions that were raised and on the next meeting we find people from the relevant departments who will address the electricity and other issues that were raised, we also get people from informal settlements who will deal with the housing questions raised. The community does not usually state if they are happy or not about the responses they got from the relevant departments, it is usually a few people who will acknowledge that their questions were addressed properly, and some will say we don't hear clearly what you are trying to say, and we might continue where we left off.*

**Participant 2:** *Yes, sometimes we hold a meeting with the community, to tell them how far the municipality is reporting their request. Because sometimes they are requesting the houses. Sometimes they complain about the rubbish, you know the dust. Sometimes complaining about humps in areas, you see in the road they need more humps because people will get hurt when people are drunk and drive. If the community is fighting for some this we have to interrupt as well you see? If they try also to burn the tires you have to stop them because you work for the municipality as well.*

#### 4.4.4.2. *It creates hope in the system*

This subject was developed to demonstrate how knowledge sharing behaviour is influenced by knowledge sharing technique. The results of the data analysis show that the strategies provide the residents of Maryville Community optimism for the system. An excerpt from one of the interviews that expressed this standpoint is as follows:

**Participant 6:** *Sharing knowledge to the community really helps because now the community get hope that our leaders are really trying to help us with service delivery. Which makes them feel happy when they see you as a leader, because they have hope that their problems will be solved.*

#### 4.4.4.3. *Meticulous handling of cases*

This theme emerged to show how knowledge sharing strategies has helped the Maryville Community in handling cases to forestall a coordinated behaviour. According to the analysed data, the strategies deployed help in meticulous handling of the cases. An excerpt from one of the interviews that expressed this perspective is as follows:

**Participant 3:** *It's always a challenge to address challenges, but because we definitely have to. One of the things that we consider is to improve the speed of service delivery to direct what people need and make sure that there is a relevant department that update the community of what is going on, and also to change the way of addressing the needs because sometimes if you want to cover everyone once, that one is not working. It's like now it's better to address problems no matter how small the problem is, it must be addressed and put it aside and check the next one. The one way to address people's challenges is to restore the people's confidence.*

#### 4.4.4.4. *Right strategy ensures right behaviour and vice versa*

In their telephone conversation, a few of the participants disclosed that town meetings or other community gatherings are the most popular method for information sharing in the Maryville Community. However, a majority of the responses show that the participants believe that deploying the right strategy will ensure right acceptance and behaviour. Some of the responses captured are as follows:

**Participant 7:** *It sometimes happens that some people do not hear the loud hailer, some are maybe in work, or some are just running their errands. Now with some people not being able to come to the meeting, I make it my responsibility to visit those people who cannot come to the meeting and update them on the things that were said. People really love me in the community for doing that, they say I am a very caring women, and I love my job.*

**Participant 3:** *Yes, they are effective, however, there is room of improvement, some people they don't have WhatsApp, some when you loud hail they might not be at home, we need maybe also to improve like door-to-door like distributing parts like the staff, I think is also effective.*

**Participant 5:** *Another challenge we often face is that when they post posters, they always post it in English. In the area you can't find even like 2 white people, but the message in the board is always in English. This area is a Zulu-speaking area. You put a message for like 30 000 people in English, that is an insult, then people feel like no we don't respect them. So, language issue.*

#### **4.5. Chapter summary**

This chapter presented the data analysis and a discussion of the study's findings. Each of the study's objectives was quantitatively analysed using regression analysis and Pearson's correlation coefficient. The data analysis led to the successful completion of the project's primary goal, which was to assess the contribution of information sharing practices and behaviour in raising awareness of service delivery using the Mayville Community in KwaZulu-Natal as a case study.

The summary, conclusion, and suggestions of this study are presented in the following chapter.

## Chapter 5: Summary, Conclusion, and Recommendations

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### 5.1. Introduction

The summary, conclusion, and recommendations of the research findings are the main topics of this chapter. This study's main goal was to use the Mayville Community in KwaZulu-Natal as a case study to investigate the role of knowledge-sharing techniques and behaviour in increasing public awareness of service delivery. Four objectives and research questions were created, then addressed, in order to accomplish the study's main goal. A mixed methods strategy was used to address the study questions and reach the research objectives. While NVivo Version 12 software was utilized to conduct content analysis on the acquired qualitative data, the quantitative data of this study were analysed using inferential statistics such as correlation and linear regression. Using Pearson's correlation, the degree of correlation between the variables observed in this study was assessed.

This chapter also contains a summary of the research results from the reviewed literature. The primary conclusions of this study were the focus of this chapter, which also indicated the implications for practice. Additionally, limitations of the study and suggestions for further investigation are provided and debated. Equal discussion is given to the study's original contribution to management and knowledge sharing. The following four research goals formed the basis for the study's overall conclusions:

- i. **Research Objective #1:** To determine the motivational factors influencing knowledge sharing in the Mayville Community.
- ii. **Research Objective # 2:** To establish the relationship between the indigenous knowledge possessed by the community members and knowledge sharing behaviour in Mayville.
- iii. **Research Objective # 3:** To examine the impact of knowledge shared through information and communication technology (ICT) on raising service delivery awareness.
- iv. **Research Objective #4:** To ascertain how strategies used to overcome the challenges of knowledge sharing influence knowledge sharing behaviour.

The basic conclusion offered in this chapter demonstrates that the research objectives were appropriately and effectively achieved based on the empirical evidence gathered from this study.

### 5.2. Research implications

Various studies have been conducted on knowledge sharing techniques globally. The lack of research on knowledge sharing behaviours in South Africa, however, validates the study's timely publication and

important contribution to the body of knowledge. Knowledge sharing is positioned within the larger theme of knowledge Management (KM), as demonstrated by a prior study on knowledge sharing tactics in the libraries of a university in the province of KwaZulu-Natal, South Africa (Muchaonyerwa, 2015). Knowledge sharing is a crucial function in programmes that involve KM while tacit knowledge and explicit knowledge are the categories that are utilised in KM functions (Mosala-Bryant, 2015; Muchaonyerwa, 2015).

Previous studies conducted in the last one decade suggest that knowledge that is explicit refers to knowledge that is easily communicable, can be documented, and it is the most common form of knowledge that is frequently confused with information (Maluka et al., 2014; Mosala-Bryant, 2015; Tohidinia et al., 2010). To further elaborate on how knowledge can be shared, Tohidinia and Mosakhani (2010), as well as Zainal (2007), have identified information technology as one of the key channels through which knowledge can be distributed. Accordingly, it has been identified as one of the potential influencers when it comes to knowledge sharing in this study. Researchers such as Jarvenpaa and Staples (2000) have examined it and concluded that the utilisation of information systems has contributed to the provision of valuable information.

When it comes to facilitating knowledge sharing behaviour in communities, Reid (2003) states that the community's culture plays a very important role. Scholars like Reid (2003) argue that without a proper understanding of the culture present in communities, the attempts by various government agencies to form symbiotic relationships of knowledge sharing might be futile.

According to Mphahlele (2010), the introduction of knowledge management in South Africa occurred when it was going through the process of transitioning in 1994. The post-apartheid era brought with it a restructuring of the public service systems and policies, which were geared towards providing services to previously neglected black communities (Mosala-Byrant, 2015). Lewin (2014) states that managers in the public service sector need to understand the laws, procedures, and service delivery policies. Moreover, Mosala-Byrant argues that:

“To ensure an ‘efficient and effective public service,’ it is not only senior managers but also supervisors at the lowest level who should have practical knowledge and understanding of the policies and procedures contained in the prescripts” (2015: 50).

### **5.3. Discussion of the quantitative data**

The study's findings gave answers to the research questions and met the study's objectives. The research questions were carefully formulated to ensure that they were all aligned to the formulated

research objectives. As a result, when a research question was answered, a research objective was concurrently achieved.

In the Mayville Community in KwaZulu-Natal, the study discovered that motivational variables are a strong predictor of knowledge sharing. According to the  $R^2$  value of 0.136, motivating factors are responsible for 13.6% of the variance in knowledge sharing in the Mayville community. Additionally, a substantial linear association between knowledge sharing and motivational variables like rewards was discovered. This result is congruent with that of a related study by Mohammad et al. (2018), which found that motivation influences knowledge sharing behaviour favourably. Different environmental factors and incentives that are ingrained in culture encourage community members to share information. According to the findings, Research Question #1 was addressed, and Research Objective #1 was also accomplished.

The statistical analysis conducted to achieve Research Objective #2 suggests that indigenous knowledge is a significant predictor of knowledge sharing behaviour among the community members in the Mayville Community, KwaZulu-Natal. The  $R^2$  value of 0.431 which implies that indigenous knowledge accounts for 43.1% of the variance in knowledge sharing behaviour in the Mayville Community. Based on the outcome, Research Question #2 was answered, while Research Objective #2 was simultaneously achieved.

In similar vein, the findings of the Research Objective #3 indicated that, knowledge sharing through ICT has a direct significant positive association with service delivery awareness. The  $R^2$  value of 0.027 suggests that knowledge sharing through ICT accounts for 2.7% of the variance in service delivery in the Mayville Community. Based on the outcome, Research Question #3 was answered, while Research Objective #3 was simultaneously achieved.

The statistical analysis conducted to answer Research Question #4 and achieve Research Objective #4 revealed that challenges of knowledge sharing predict knowledge sharing behaviour. The findings of this statistical analysis implies that the challenges of knowledge sharing influence the knowledge sharing behaviour among the community members of the Mayville Community judging from the  $R^2$  value of 0.387 suggests that challenges of knowledge sharing accounts for 38.7% of the variance in knowledge sharing. Based on the outcome, Research Question #4 was answered, while Research Objective #4 was simultaneously achieved.

#### **5.4. Discussion of the qualitative data**

The themes generated from the responses of the participants in the telephonic interview conducted to examine the extent to which motivational factors influence knowledge sharing in the Maryville

Community include: community dialogue, creation of awareness culture and belief, job description, mandate, and political affiliation.

Five themes were generated from Research Objective #2. These were as follows:

- i. It encourages selflessness;
- ii. It ensures progress, but comes with challenges;
- iii. It helps in knowledge preservation;
- iv. It helps in swift action;
- v. It helps to create a feedback process.

The majority of interviewees agreed that indigenous knowledge is crucial to the sharing of knowledge in the Maryville Community because it motivates both the executive and community members to go above and beyond in their service and sharing of knowledge.

Two themes generated from Research Objective #3 included collective resolution of problem and knowledge sharing through ICT is very effective. The result of the qualitative data analysis for Research Objective #3 revealed that people saddled with the responsibility of knowledge sharing in the Maryville Community only use loud hailing to communicate for knowledge sharing.

Examining how knowledge-sharing mechanisms affect behaviour in the Maryville Community was the fourth research objective of this study. Themes from the analysed qualitative data included knowledge of events, it gives the system hope, careful management of cases, and the proper approach ensuring right behaviour.

The findings from both the qualitative and quantitative data analysis are corroborated in the conceptual framework outlined in chapter one of this study. The conceptual framework presented in this study provided a basis for understanding these relationships and how they influence each other. The study findings suggest that knowledge sharing behaviours and ICT positively influence awareness about service delivery in the community. However, the effect of these variables on awareness about service delivery is moderated by indigenous knowledge and motivational factors. These moderating variables play a crucial role in determining the extent to which knowledge sharing behaviours and ICT can raise awareness about service delivery in the community.

## **5.5. Recommendations**

From the study's findings, it has been established that the local municipality office does have knowledge and information with Ward 29 in the Mayville Community. This sharing of knowledge and information

takes place through community meetings, physical documents such as posters and loud hailers. The findings of the study have shown that ICT influences knowledge sharing behaviour in the Mayville Community; however, there is a need for the community members to be trained on the use of latest ICT to enhance the knowledge sharing behaviour. The recommendations in the section that follows are related to the philosophy and practice of sharing of knowledge in local government.

#### 5.5.1. The use of ICTs to strengthen knowledge sharing

The local government in the Mayville Community lamented that they did not make use of any ICTs to share knowledge with the community. There are different types of ICTs that can be used as a medium of communication and announcement which include, but are not limited to social networks (e.g., Facebook and WhatsApp), websites, and podcasts. The community liaisons lamented that when they go around the community to make announcements using loud hailers, community members who are not at home might miss the announcements for community meetings, COVID-19 updates, or water outages alerts. As a result, the community members end up not showing up for community meetings where important announcements are made. ICTs will create an easy access to information and the sharing of knowledge and will mitigate against challenges of not reaching the broader community when sharing knowledge.

#### 5.5.2. Establishment of a knowledge repository for the Community and the local government

The respondents for the study complained that there was no repository where they could store knowledge. This study recommends that a knowledge repository system be created for Ward 29 of the Mayville Community. A knowledge repository system can either be in the form of an electric database or a manual filing repository in the form of a library. This repository will contain content related to the community that can be easily shared or reused. A more suitable option would be an electronic database that could sustain the management of knowledge in the councillor's office in Ward 29. In the absence of the necessary staff members, this type of repository will allow the community liaisons to retrieve files holding the information they may need. Should the councillor's term in Ward 29 come to an end or should the community liaisons leave, the tacit knowledge would be captured by the repository for future reuse which would be beneficial to the community.

#### 5.5.3. Develop strategies to encourage knowledge sharing

This study found that the culture of knowledge sharing was one-sided in the sense that while the government officials shared knowledge with the Mayville Community members, the community members rarely shared knowledge with the community liaisons. As a result of this, it is recommended that the office of the councillor develops strategies that will encourage knowledge sharing between the

Councillor's office and the community. These strategies must be multifaceted as the usage of a single knowledge-sharing strategy may not be able to accomplish all the objectives required by both the community and the Councillor's office. Strategies that can be used to encourage knowledge sharing include:

- i. Rewarding and recognising knowledge sharing.
- ii. Managing knowledge sharing barriers between the community and local government representatives. When the knowledge sharing barriers between the community and the councillor's office are managed, knowledge sharing will be a simple process.
- iii. The Councillor's office should nominate a representative to manage knowledge so that it is easy to access and share with the community. This representative could also serve as the person who is able to filter knowledge that can be reused and knowledge that does not need to be stored for future use.

## **5.6. Limitation of the study and suggestion for future research**

According to Mosala and Bryant (2015), the obstacles experienced in conducting a study enable the researcher to identify the potential weaknesses of the study. A possible limitation for this study included fluency in a language, because the questionnaires and the interview questions were in English. However, the people that reside in Mayville have isiZulu as their home language and English as their second language and this may have limited the participants to express themselves fully. The researcher addressed this limitation by having someone translate the questions into isiZulu for those participants who struggled to understand them in English.

The findings of this study are limited to the role of knowledge sharing techniques and behaviour in raising awareness of service delivery with a focus on the Mayville Community in KwaZulu-Natal. Data gathered from the Mayville Community in KwaZulu-Natal, South Africa, served as the foundation for the results. There is a need for a similar study to be conducted with the scope of survey extended to broader communities in KwaZulu-Natal.

## **5.7. Conclusion**

This study presented a detailed discussion on the role of knowledge sharing techniques and behaviour in raising awareness of service delivery. The results of this study showed that, in the Mayville Community in KwaZulu-Natal, motivational variables are a strong predictor of knowledge sharing. Furthermore, a strong positive association between motivational factors and information sharing was found in the research findings. According to the statistical analysis, indigenous knowledge affects how

people in Mayville Community, KwaZulu-Natal, share knowledge. The recommendations address the local government's knowledge-sharing policy and practice.

The study recommendations, limitation, and suggestion for further study were also presented in this study.

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# Annexure A

## Ethical Clearance Protocol



07 April 2020

**Miss Tebogo Darlynn Mabunda (215079662)**  
School of Management, Info & Governance  
Westville Campus

Dear Miss Mabunda,

**Protocol reference number: HSSREC/00001046/2020**

**Project title:** The Role of Knowledge Sharing Techniques and Behavior In Raising Awareness about Service Delivery: A Case Study of the Mayville Community

**Degree:** Masters

### Approval Notification – Expedited Application

This letter serves to notify you that your application received on 14 February 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.**

This approval is valid until 07 April 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

**All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.**

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely



Professor Dipane J Hlalele (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee  
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000  
Tel: +27 31 260 8350 / 4557 / 3587  
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

**INSPIRING GREATNESS**

## Annexure B

### Amended Ethical Clearance Protocol 2023



28 March 2023

Tebogo Darlynn Mabunda (215079662)  
School of Management, Info & Governance  
Westville Campus

Dear TD Mabunda,

Protocol reference number: HSSREC/00001046/2020  
Project title: The Role of Knowledge Sharing Techniques and Behavior in Raising Awareness about Service Delivery: A Case Study of the Mayville Community  
Amended title: The role of knowledge sharing in raising service delivery awareness: A case of Mayville, Durban  
Degree: Masters

#### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 20 March 2023 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Best wishes for the successful completion of your research protocol.

Yours faithfully

A black rectangular box redacting the signature of Professor Dipane Hlalele.

Professor Dipane Hlalele (Chair)

/ms

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Humanities & Social Sciences Research Ethics Committee  
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000  
Tel: +27 31 260 8350 / 4557 / 3587  
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

## Annexure C

### Permission to Conduct Research: Gatekeeper's Letter




ETHEKWINI  
MUNICIPALITY

**Councillor**

Mezzanine Floor Shell House  
Cnr. Anton Lembede & Samora Machel Street, Durban, 4001  
P O Box 1014, Durban, 4000  
Tel: 031 322 7030, Fax: 031 311 3827  
www.durban.gov.za

Our Ref: **Cllr. M. Mthembu**  
Your Ref: **083 371 0120**  
Enquires: *01 Jan 2019*



Councillor Mthembu  
COMMISSIONER OF OATHS  
ETHEKWINI MUNICIPALITY  
EX OFFICIO DISTRICT OF DURBAN IN  
TERMS OF SECTION 6 OF ACT 16 OF 1963  
(AS AMENDED) CITY HALL SECRETARIAT  
Dr Pixley KaSeme Street, Durban, 4001

01 April 2019

Ms Tebogo Darlynn Mabunda (SN 215079662)  
School of Management, IT and Governance  
College of Law and Management Studies  
Westville Campus  
UKZN  
Email: dmabunda8@gmail.com williamsonm@ukzn.ac.za Kubhekaz1@ukzn.ac.za>

Dear Ms. Mabunda

**RE: PERMISSION TO CONDUCT RESEARCH**

Gatekeeper's permission is hereby granted for you to conduct research in the community of Mayville, ward 29 towards your postgraduate degree, provided that Ethical clearance has been obtained. We note the title of your research project is:

*"The role of Knowledge Sharing behavior in community development; A case study of the Mayville Community"*


It is noted that you will be constituting your sample by handing out questionnaires and interviewing the community members of the Mayville Community that reside in Ward 29 in the city of Durban.

Please ensure that the following appears on your notice/questionnaire:

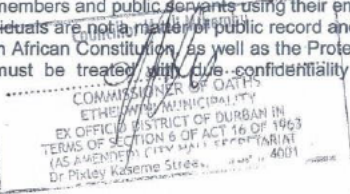
- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisors;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire; or answers interview questions;
- Gatekeepers' approval by the Councilors office.

You are not authorized to contact community members and public servants using their emails. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



*Councillor (Mthembu)*



COMMISSIONER OF OATHS  
ETHEKWINI MUNICIPALITY  
EX OFFICIO DISTRICT OF DURBAN IN  
TERMS OF SECTION 6 OF ACT 16 OF 1963  
(AS AMENDED) CITY HALL SECRETARIAT  
Dr Pixley KaSeme Street, Durban, 4001

## Annexure D

### Invitation to Participate and Informed Consent Form

**UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH  
ETHICS COMMITTEE (HSSREC)**

**APPLICATION FOR ETHICS APPROVAL  
For research with human participants**

**Information Sheet and Consent to Participate in Research**

Date:

Dear Participant

I am Tebogo Darlynn Mabunda, a masters in commerce student from the school of Management, IT and Governance from the University of Kwazulu Natal. You are being invited to consider participating in a study titled 'The Role of Knowledge Sharing in raising awareness about service delivery: A case Study of the Mayville Community'. The aim and purpose of this research is to determine the various types of knowledge that exist in communities, to understand the association between knowledge sharing and raising awareness and the challenges of sharing knowledge effectively in the community. The study is expected to include 337 participants from Ward 29 of the Mayville community. It will involve the following procedures: Questionnaires and Interviews. The duration of your participation if you choose to participate and remain in the study is expected to be 15 (fifteen) minutes to 20 (twenty) minutes.

I hope that the study will create the following benefits: encourage the government to implement processes that will facilitate a symbiotic relationship of knowledge sharing between community members and government agencies and the establishment of knowledge sharing policies.

Please be advised that your participation in this project is voluntary. You are obliged to discontinue in the project at any time with no consequence. The School of Management, IT and Governance of UKZN, will maintain your confidentiality as a participant. Your responses will not be used for any other purpose outside this study. Data collected will be held in reserve for 5 years only, with the School of Management, IT and Governance. UKZN. The interview conducted will be recorded in order to make the study more valid and credible. This is because audio recordings improve the quality and transparency of the information provided. With note taking, there is often an increased risk of the interviewer being more subjective or misinterpreting the information provided to him or her by the interviewee. An audio recording, therefore, provides an unbiased and true recitation of the interview, which provides greater context and a holistic picture of the situation.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number\_\_\_\_\_).

In the event of any problems or concerns/questions, you may contact the researcher at [215079662@stu.ukzn.ac.za](mailto:215079662@stu.ukzn.ac.za) / 060 335 5419 or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**  
Research Office, Westville Campus  
Govan Mbeki Building  
Private Bag X 54001  
Durban 4000 KwaZulu-Natal, SOUTH AFRICA  
Tel: 27 31 2604557- Fax: 27 31 2604609  
Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

Sincerely

Tebogo Darlynn Mabunda

-----  
**CONSENT TO PARTICIPATE**

I (Name of participant)..... have been informed about the study entitled The Role of Knowledge Sharing in raising awareness about service delivery: A case Study of the Mayville Community by Tebogo Darlynn Mabunda.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 215079662@stu.ukzn.ac.za or 060 335 5419.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**  
Research Office, Westville Campus  
Govan Mbeki Building  
Private Bag X 54001  
Durban  
4000  
KwaZulu-Natal, SOUTH AFRICA  
Tel: 27 31 2604557 - Fax: 27 31 2604609  
Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

Video-record my interview / focus group discussion            YES / NO

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Witness  
(Where applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Translator  
(Where applicable)**

\_\_\_\_\_  
**Date**

# Annexure E

## Research Instruments: Questionnaire

### QUESTIONNAIRE

This questionnaire consists of two sections and will take about 10 minutes to complete.

#### SECTION A

##### Demographic Data

Mark X in the appropriate box

1. Gender

Male	Female
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2. Age Group

18-24	25-34	35-45	46-50	51+
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3. Race

Black	Coloured	White	Indian
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4. Highest level of Education attained

Some schooling	Matric	Diploma	Undergraduate degree	Honours	Masters+
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5. Marital Status

Single	Married	Separated/ Divorced	Widowed
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6. Number of years you have been residing in the Mayville community

1-5	5-10	10-20	21+
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**Section B**

**Scale of preference**

**1. Knowledge Sharing**

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
1.1	How would you rate the level of knowledge sharing from the government?					
1.2	How would you rate the importance of sharing knowledge with your fellow community members?					
1.3	How would you rate the importance of sharing knowledge with the municipality?					
1.4	Do you believe that if the municipality shared knowledge with the community it would enable you to strategize, and develop innovative solutions to issues that are currently plaguing the community?					
1.5	Do you believe that by sharing knowledge with the municipality and fellow community members you would risk future success?					

**2. Knowledge sharing through Information and Computational technology**

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
2.1	I consider technology to be very effective knowledge sharing tools.					
2.2	I am aware of all the technological platforms that the government use to share information about service delivery					
2.3	I have access to technology such as computers, cell phones etc.					
2.4	I Know how to use technology such as computers and cellphones					
2.5	Technology can enhance the facilitation of knowledge sharing					

### 3. Motivational factors to share Knowledge

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree
3.1	I am motivated to share knowledge for learning and personal growth					
3.2	I am motivated to share knowledge because I have a moral obligation to share knowledge					
3.3	I am hesitant to share knowledge because I am unsure of the value of the knowledge I possess					
3.4	I am hesitant to share knowledge because of fear of criticism					
3.5	I am hesitant to share knowledge because I am uncertain about the accuracy of the knowledge that I possess and I fear providing Incorrect Information					

### 4. Sharing of Indigenous Knowledge

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Disagree
3.1	Is there a platform for cooperative/mutual sharing of knowledge with the municipality?					
3.2	Sharing Indigenous knowledge enhances my reputation amongst my fellow community members					
3.3	If there is an incentive for knowledge sharing, I would participate more					
3.4	I would share knowledge if there was a recognition for my expertise					
3.5	I am unable to share knowledge because I have low awareness and realization of the value and benefit of possessed knowledge to others;					

### 5. Strategies to overcome challenges of knowledge sharing

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Disagree
5.1	I believe that the government should implement policies to encourage knowledge sharing.					
5.2	I believe that the government should be more transparent with regards to the plans they have in place for the development of our community and the expenditure of the budget reserved for said community development initiatives.					
5.3	I believe that the government should implement measures to facilitate communication between the municipality and the community.					
5.4	I believe that the councilor's office should be honest about the turnaround time for the delivery of services such as electricity, water, housing, and infrastructure and so forth.					
5.5	I believe that immediate and appropriate action should be taken when the municipality does not deliver on the services they have promised.					

#### 6. Knowledge management, knowledge sharing techniques and knowledge sharing behaviour

Indicate your agreement with the following statements:		Strongly Disagree	Disagree	Neither agree or Disagree	Agree	Strongly Agree
6.1	The municipality has knowledge management infrastructures in place.					
6.2	The municipality uses knowledge sharing techniques such as case studies, rapid review of evidence and knowledge banks to impart knowledge in the community.					
6.3	Lack of trust in the municipality has turned into a barrier for knowledge sharing behavior.					
6.4	I regard the knowledge I possess as a personal asset					

6.5	There is a knowledge sharing culture in the community which facilitates knowledge sharing behavior amongst community members and the municipality.					
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**7. Awareness about service delivery**

<b>Indicate your agreement with the following statements:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
7.1	The municipality provides efficient service delivery such as clean water and good healthcare services					
7.2	We have access to quality education					
7.3	The municipality is very efficient with waste management in the community					
7.4	We are informed of any employment opportunities and skills development workshops that arise in the municipality					
7.5	We were informed by the municipality as to why the recent power outages were occurring (load shedding)					

**THANK YOU**

## Annexure F

### Research Instruments: Interview Schedule

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#### **Interview schedule**

##### **SECTION A: BIOGRAPHICAL INFORMATION**

1. What is your position in the municipality?
2. How long have you been working in the Municipality?

##### **SECTION B: KNOWLEDGE SHARING**

1. What types of knowledge do you share with the community members?
2. What strategies do you use to share knowledge with the community members?
3. What processes do you have in place to facilitate knowledge sharing with the community members?
4. Do you think these strategies are effective?
5. What are some of the challenges that you experience when trying to share knowledge with the community?
6. Does sharing knowledge raise awareness of service delivery amongst members of the Mayville community?
7. How does knowledge sharing raise awareness about service delivery (how can this be seen)?
8. What motivates you to share knowledge with the community (i.e. culture/beliefs etc)?
9. Are there any other issues that you want to raise that haven't been raised/spoken about?

## **Annexure G**

### **Research Language Editing Certificate**

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We the undersigned, do solemnly declare that we have abided by the University of KwaZulu-Natal's policy on language editing. The dissertation was professionally edited for proper English language, grammar, punctuation, spelling, and overall academic style. All original electronic forms of the text have been retained should they be required.



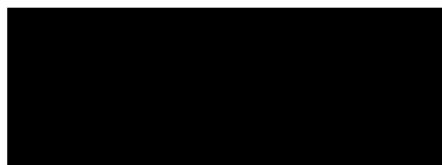
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**GARY STUART DAVID LEONARD**

UKZN Higher Degrees Certified Language Editor

Commissioner of Oaths V3358

24 January 2022



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24 January 2022