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## KNOWLEDGE SHARING PRACTICES AND THEIR IMPACT ON POLYTECHNIC LECTURERS' JOB PERFORMANCE IN MALAYSIA: A SCOPING REVIEW

*(Review study)*

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## **Abstract**

Knowledge sharing is a critical component of academic success, fostering collaboration, innovation, and professional growth. In polytechnic institutions, lecturers rely on effective knowledge-sharing practices to enhance teaching methodologies, research productivity, and overall job performance. This review article examines existing literature on knowledge-sharing behaviors among Malaysian polytechnic lecturers, highlighting key factors that influence their willingness to share knowledge, such as organizational culture, leadership support, and technological integration. The objective of this review is to synthesize theoretical perspectives and empirical findings on the relationship between knowledge sharing and job performance. Using a systematic approach, relevant peer-reviewed journal articles, reports, and case studies were analysed to identify common trends, challenges, and opportunities in knowledge-sharing practices within polytechnic education. The review draws upon frameworks such as the Social Exchange Theory, the Theory of Planned Behaviour, and the Knowledge-Based View to explain the dynamics of knowledge sharing in academic institutions. Findings indicate that while knowledge-sharing practices positively impact lecturers' teaching effectiveness, research collaboration, and professional development, several barriers persist. These include lack of trust, time constraints, inadequate institutional incentives, and limited access to digital platforms. Strategies such as fostering a knowledge-sharing culture, implementing digital repositories, and incentivizing collaborative efforts are recommended to enhance knowledge exchange and optimize job performance. This review underscores the need for more empirical research on knowledge-sharing interventions tailored to Malaysian polytechnic institutions. Strengthening these practices can significantly contribute to institutional excellence and lecturers' career progression, ultimately benefiting students and the broader educational landscape.

*Keywords:* higher education, job performance, knowledge sharing, polytechnic lecturers

## **1. Introduction**

Knowledge sharing is a fundamental component of academic collaboration and professional development, particularly within polytechnic institutions where practical applications of knowledge are essential. As higher education institutions increasingly recognize the role of knowledge management in improving job performance, research on knowledge-sharing practices among lecturers has gained attention (Masenya, 2024). Various studies have

demonstrated that fostering a knowledge-sharing culture enhances teaching effectiveness, research productivity, and overall institutional success. However, despite its recognized benefits, knowledge sharing in polytechnic institutions, especially in Malaysia, faces multiple challenges that hinder its widespread adoption and effectiveness. Addressing these challenges requires a deeper understanding of the barriers, behaviours, and impact of knowledge sharing, as well as the development of effective intervention strategies to promote a knowledge-sharing culture among educators.

Several studies have identified significant barriers that impede knowledge sharing among academic staff. Karim and Majid (2019) found that Malaysian tertiary institutions often struggle with inadequate rewards and recognition, low trust among colleagues, and insufficient information technology infrastructure, all of which limit the willingness of lecturers to share knowledge. In a similar vein, Sohail and Daud (2009) highlighted that institutional culture, staff motivation, and limited opportunities to share knowledge play a crucial role in shaping lecturers' engagement in knowledge-sharing activities. Furthermore, Malaysian polytechnic lecturers often face high teaching workloads, which limit their time and ability to engage in meaningful knowledge exchange (Ismail et al., 2015). These findings underscore the pressing need for institutions to implement policies and strategies that mitigate these challenges and create a more conducive environment for knowledge sharing.

Understanding the behaviours associated with knowledge sharing is critical for fostering a more collaborative academic environment. Rohman et al. (2020) conceptualize knowledge sharing as an activity that involves exchanging skills, expertise, and insights within an organization. Van Den Hooff and De Ridder (2004) further elaborate on this concept by distinguishing between two primary processes: knowledge donating and knowledge collecting. Knowledge donating refers to an individual's willingness to share their knowledge with colleagues, while knowledge collecting involves actively seeking and acquiring knowledge from others. In the context of Malaysian polytechnics, both aspects of knowledge sharing are essential, as lecturers rely on collaborative networks to improve their teaching methodologies and research initiatives. However, without proper institutional support, lecturers may not be sufficiently motivated to engage in knowledge-sharing practices, ultimately affecting their job performance and professional development.

The impact of knowledge sharing on job performance has been well-documented in previous research. A study by Abdullahi et al. (2023) demonstrated that knowledge-sharing behaviours significantly enhance employee engagement and performance among teaching staff in Malaysian private universities. This aligns with findings from Kang, Kim, and Chang (2008), who observed that knowledge sharing improves learning capabilities and overall job performance among public sector employees in South Korea. While these studies provide valuable insights into the benefits of knowledge sharing, there remains a scarcity of research specifically examining its impact on Malaysian polytechnic lecturers. Given that polytechnics play a crucial role in vocational and technical education, assessing the direct influence of knowledge-sharing practices on lecturers' teaching effectiveness, research output, and student engagement would provide a more comprehensive understanding of its significance in higher education.

To address the barriers to knowledge sharing, various intervention strategies have been proposed in the literature. Implementing structured reward systems has been identified as an effective approach to encouraging knowledge sharing among lecturers (Karim & Majid, 2019). Additionally, leveraging technology through digital knowledge repositories, learning management systems, and virtual collaboration platforms can facilitate more seamless knowledge exchange. Abdullahi et al. (2023) emphasize the importance of creating an

organizational culture that prioritizes open communication and collaboration as a means of enhancing knowledge-sharing behaviours. In Malaysian polytechnics, these strategies could be tailored to address specific institutional challenges, such as integrating knowledge-sharing incentives into performance evaluation criteria or developing professional development programs that actively encourage peer-to-peer knowledge exchange.

Despite the existing body of research on knowledge sharing in higher education, several areas require further exploration within the Malaysian polytechnic context. First, more empirical studies are needed to assess the direct impact of knowledge-sharing practices on lecturers' job performance, particularly in relation to teaching effectiveness and research productivity. While studies such as those by Sohail and Daud (2009) and Abdullahi et al. (2023) provide insights into knowledge-sharing behaviours, there is a lack of quantitative data specifically linking knowledge sharing to measurable job performance indicators within polytechnics. Second, cultural and organizational factors unique to Malaysian polytechnics need to be examined in greater depth. Institutional policies, leadership styles, and workplace dynamics may significantly influence how knowledge is shared among lecturers, and understanding these factors could inform more effective interventions. Lastly, the role of emerging technologies in enhancing knowledge-sharing practices in Malaysian polytechnics remains an underexplored area. As digital transformation continues to reshape higher education, investigating how technology-driven solutions, such as artificial intelligence-powered knowledge management systems, can optimize knowledge-sharing behaviours would be valuable for future research. While knowledge sharing is widely recognized as a key driver of institutional excellence, its practical implementation in Malaysian polytechnics faces several challenges that must be addressed to maximize its impact on job performance. Research has highlighted the need for stronger institutional support, improved technological infrastructure, and incentive structures that encourage knowledge-sharing behaviours among lecturers. Furthermore, a deeper understanding of the cultural and organizational dynamics that shape knowledge-sharing practices is essential for developing tailored interventions that enhance collaboration and professional growth. By addressing these research gaps, future studies can contribute to the development of more effective knowledge management strategies, ultimately strengthening the role of Malaysian polytechnics in producing highly skilled graduates and advancing the nation's education sector.

### **3. Methodology**

This study employs a systematic literature review approach, guided by the Joanna Briggs Institute (JBI) methodology, to critically evaluate and synthesize existing research on knowledge-sharing practices and their impact on job performance among polytechnic lecturers in Malaysia. The review follows a rigorous and transparent process to ensure the selection of high-quality and relevant literature, with the aim of providing a comprehensive understanding of this subject.

#### *3.1 Search Strategy*

A structured search was conducted using multiple academic databases, including Scopus, Web of Science, Google Scholar, and IIUM Discovery Service-EBSCO, to identify peer-reviewed journal articles, conference proceedings, and institutional reports. The search terms were selected to capture the core themes of this review and included the following keywords: Knowledge sharing, Knowledge management, Job performance, Polytechnic lecturers, Higher education institutions, and Educational knowledge exchange.

Boolean operators (AND, OR) were applied to refine the search results. For instance, the search query included variations such as "knowledge sharing AND polytechnic lecturers", "knowledge management AND job performance", and "educational institutions AND knowledge exchange" to ensure comprehensive coverage of relevant literature.

### 3.2 Inclusion and Exclusion Criteria

To maintain a high level of rigor, specific inclusion and exclusion criteria were applied:

Table 1. Inclusion and exclusion criteria of the study

<b>Criteria</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Publication year	2015 to 2025	< 2015
Research location	Research conducted in Southeast Asia, with a primary focus on Malaysia to maintain contextual relevance.	Other research location
Language	English and Bahasa Malaysia	Other language than English and Bahasa Malaysia
Article focus	Studies that examine knowledge-sharing practices within educational institutions, particularly among lecturers. Articles that explore the impact of knowledge sharing on job performance in academic settings.	Studies focusing solely on corporate or business knowledge management without educational relevance.
Article type	Peer-reviewed	Non-peer-reviewed

### 3.3 Data Extraction and Analysis

The selected studies were systematically analysed using thematic synthesis, following the JBI guidelines. The extracted data were categorized into key thematic areas relevant to the study's objectives:

- 1.3.1 Institutional Support – Examining the role of organizational policies, leadership, and institutional culture in facilitating knowledge sharing.
- 1.3.2 Technological Integration – Evaluating the impact of digital tools, learning management systems, and online repositories on knowledge dissemination.
- 1.3.3 Cultural Influences – Identifying how social norms, trust, and professional networks influence lecturers' willingness to share knowledge.
- 1.3.4 Barriers to Knowledge Sharing – Understanding the limitations such as workload, recognition systems, and infrastructural challenges that hinder knowledge-sharing behaviours
- 1.3.5 Impact on Job Performance – Investigating how effective knowledge-sharing practices contribute to improved teaching quality, research productivity, and overall professional development.

A PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram was used to document the search process, including the number of records identified, screened, and included in the final synthesis. The quality of the selected studies was assessed using the JBI Critical Appraisal Checklist, ensuring the reliability and validity of the findings.

### 3.4 Reliability and Validity Measures

To enhance the reliability of this review, two independent reviewers screened and evaluated the selected articles to minimize bias. Discrepancies in study selection were resolved through discussion and consensus. The validity of findings was further strengthened through cross-referencing key studies, ensuring that only robust and methodologically sound research was included.

### 3.5 Ethical Considerations

As this study is a systematic literature review, it does not involve direct data collection from human participants. However, ethical research practices were upheld by ensuring accurate representation of findings, proper citation of all sources, and adherence to academic integrity standards. By employing a rigorous and transparent methodology based on the JBI framework, this review provides a structured synthesis of existing knowledge on the relationship between knowledge-sharing practices and job performance among polytechnic lecturers in Malaysia. The findings from this study will contribute to evidence-based recommendations for improving knowledge management strategies in higher education institutions.

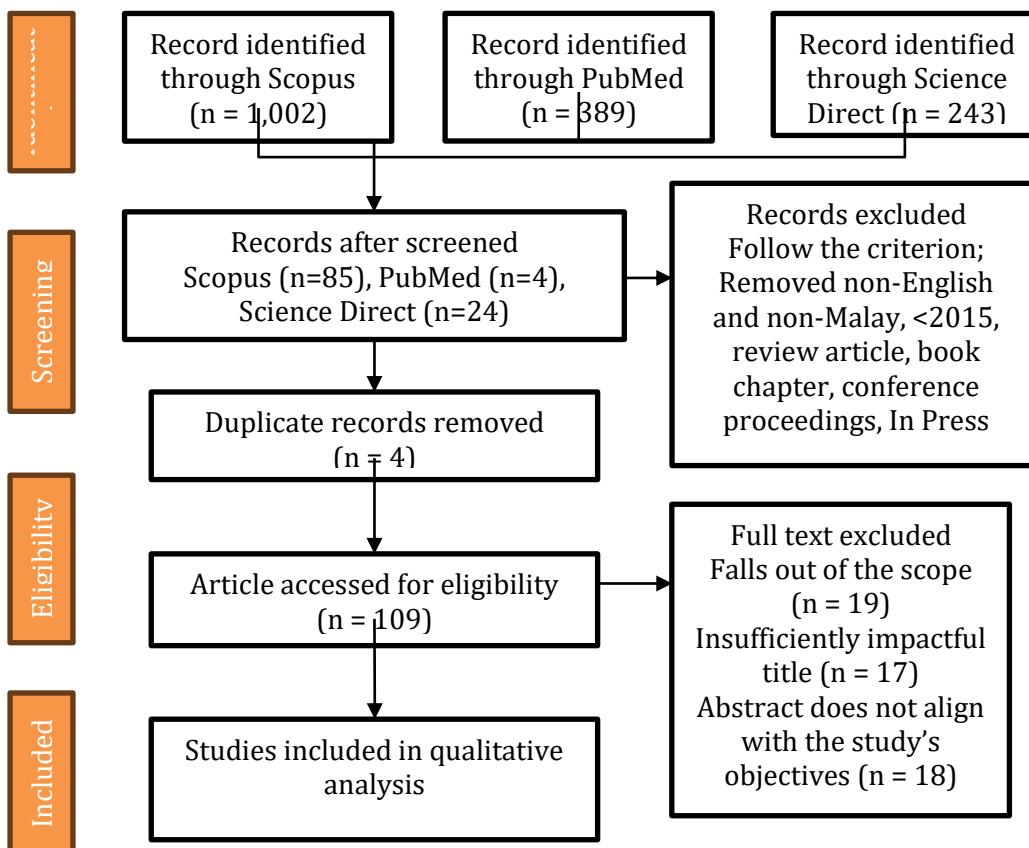


Figure 1. Flow diagram of the proposed searching study

## 4. Findings

A comprehensive review of the identified articles reveals several key factors influencing knowledge-sharing practices and their subsequent impact on job performance among polytechnic lecturers, particularly within the Malaysian context.

#### *4.1 Institutional Support and Organizational Culture*

A comprehensive examination of the literature underscores the pivotal role of institutional support and organizational culture in fostering effective knowledge-sharing practices among polytechnic lecturers in Malaysia. These factors not only facilitate the dissemination of knowledge but also significantly enhance job performance within academic institutions. One notable study by Sohail and Daud (2009) investigated the factors and barriers contributing to successful knowledge sharing among university teaching staff in Malaysia. The research identified that a supportive working culture, characterized by open communication and mutual trust, is essential for effective knowledge sharing. The study further highlighted that staff attitudes and motivation to share knowledge are significantly influenced by the organizational environment, suggesting that institutional support plays a crucial role in promoting knowledge-sharing behaviours.

Similarly, research by Fauzi et al. (2018) applied the Theory of Planned Behaviour to understand knowledge-sharing intentions at Malaysian higher learning institutions. The findings indicated that organizational culture, particularly aspects related to trust and reciprocity, significantly impacts lecturers' intentions to share knowledge. The study emphasized that when institutions cultivate a culture that values knowledge sharing, lecturers are more likely to engage in such practices, thereby enhancing their job performance. Furthermore, a study focusing on the establishment of knowledge repositories in Malaysian polytechnics proposed a conceptual framework for knowledge-sharing initiatives. The research underscored the importance of institutional support in providing the necessary infrastructure and resources to facilitate knowledge sharing. It highlighted that without adequate support from the institution, efforts to establish effective knowledge-sharing practices may face significant challenges.

Collectively, these studies illustrate that institutional support and a conducive organizational culture are fundamental to promoting knowledge-sharing practices among polytechnic lecturers in Malaysia. Such an environment not only encourages the dissemination of knowledge but also contributes to improved job performance and the overall success of educational institutions.

#### *4.2 Technological Integration*

The integration of digital technologies into educational practices has significantly enhanced knowledge-sharing efficiency among lecturers. In the Malaysian context, several studies have explored this phenomenon, highlighting the positive impact of technological adoption on teaching methodologies and collaborative practices. A study by M Radyi and Usman (2022) investigated Malaysian lecturers' beliefs and readiness towards implementing technology-assisted student-centred learning (TA-SCL). Surveying 207 university lecturers in Kuala Lumpur, the study revealed a high level of confidence and preparedness among educators to adopt TA-SCL approaches. This readiness indicates a favourable attitude towards leveraging technology to facilitate more interactive and collaborative learning environments, thereby enhancing knowledge-sharing practices among lecturers and students.

Similarly, research by Hamzah et al. (2023) examined the relationship between teachers' knowledge dimensions, based on the Technological Pedagogical Content Knowledge (TPACK) framework, and effective digital teaching practices in Malaysia. The findings suggest that a comprehensive understanding of technology integration, coupled with content and pedagogical knowledge, is crucial for effective digital teaching. This holistic approach not only improves teaching practices but also promotes a culture of knowledge sharing among educators, as they collaborate and exchange best practices in digital pedagogy.

Furthermore, a study by Md Yunus *et al.* (2020) explored the challenges faced by Malaysian public primary education teachers in integrating Information and Communication Technology (ICT) into their teaching practices. The research highlighted that while there is a general acknowledgment of the benefits of ICT integration, challenges such as inadequate infrastructure, lack of training, and resistance to change hinder effective implementation. Addressing these challenges is essential to fully harness the potential of technology in enhancing knowledge sharing and improving teaching outcomes.

#### *4.3 Barriers to Knowledge*

Sharing: Several studies have identified key obstacles that hinder effective knowledge sharing among academics. Karim and Majid (2019) highlighted factors such as lack of rewards and recognition, lack of trust among colleagues, and inadequate information technology infrastructure as significant barriers in tertiary institutions. Similarly, research by Abdullahi *et al.* (2023) emphasized that organizational culture significantly affects employee engagement and performance, suggesting that a supportive culture is essential for effective knowledge sharing. Furthermore, a study focusing on Malaysian polytechnic lecturers revealed that heavy teaching loads, poor writing and statistical skills are among the main barriers expressed by the lecturers, indicating a need for institutional support to enhance research abilities.

#### *4.4 Impact on Job Performance*

The correlation between knowledge-sharing behavior and job performance is well-documented. Abdullahi *et al.* (2023) demonstrated that knowledge-sharing behavior positively influences employee performance among teaching staff in Malaysian private universities. The study also highlighted that employee engagement partially mediates this relationship, underscoring the importance of fostering an engaging work environment to enhance performance. Similarly, another study elaborated on how knowledge sharing, along with the moderating effects of motivation and engagement, improves employee performance, particularly in the academic sector.

#### *4.5 High-Performance Work Practices*

Implementing high-performance work practices, including effective recruitment, selection, training, and development, has been linked to improved job performance among lecturers. Such practices create an environment conducive to knowledge sharing, thereby enhancing overall organizational performance. For instance, a study on the influence of knowledge-sharing practices on job performance of library and information science educators found that reducing administrative workload and implementing knowledge-sharing policies can improve job performance.

In conclusion, addressing the barriers to knowledge sharing and implementing supportive organizational practices are crucial steps toward enhancing job performance among polytechnic lecturers. By fostering a culture that values knowledge sharing, institutions can improve teaching effectiveness, research productivity, and overall educational quality.



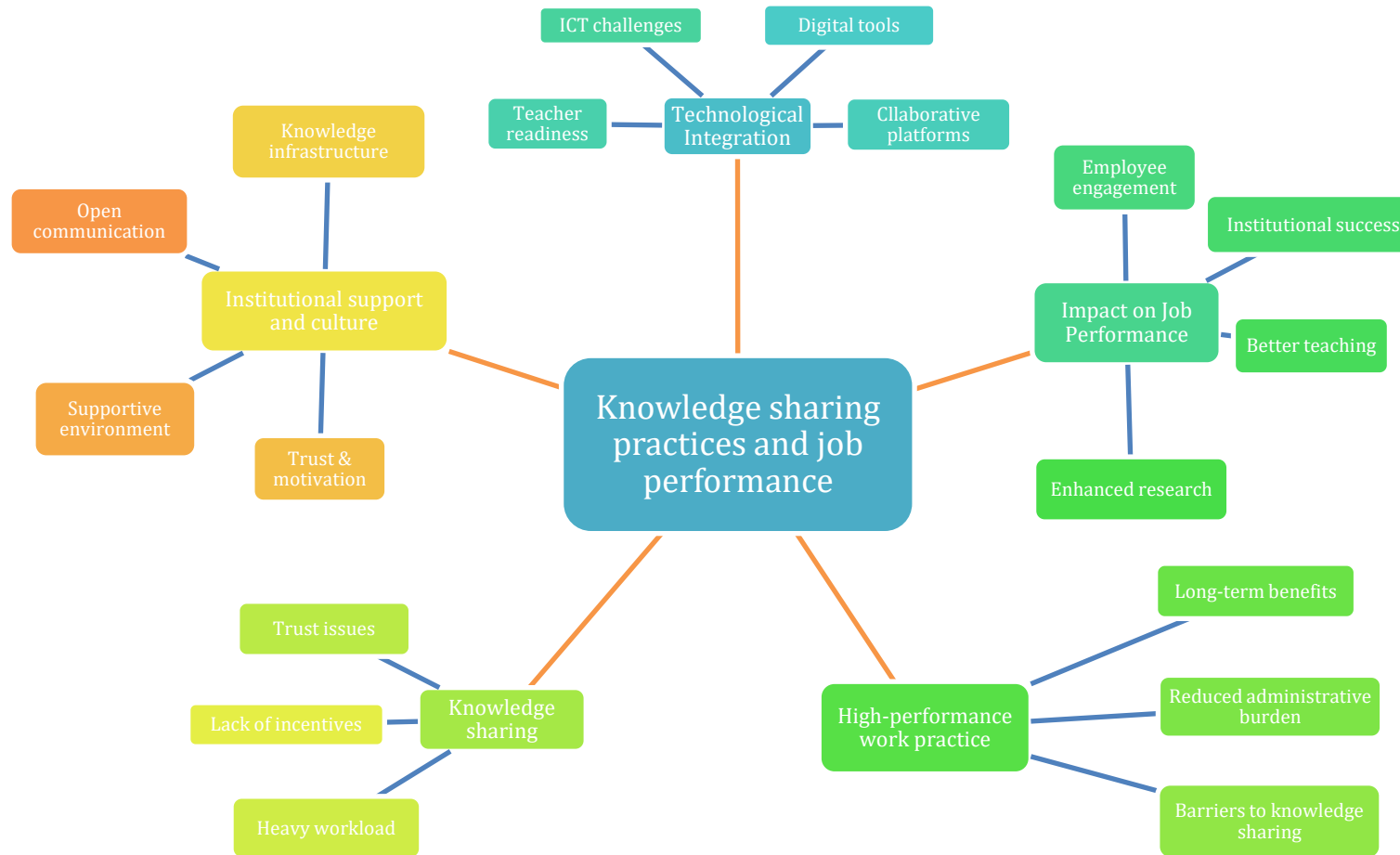


Figure 2 . Knowledge Sharing Practices & Job Performance, with five subtopics: Institutional Support & Organizational Culture, Technological Integration, Barriers to Knowledge Sharing, Impact on Job Performance, and High-Performance Work Practices.

## **5. Discussion and Conclusion**

Knowledge-sharing practices are integral to enhancing job performance among polytechnic lecturers in Malaysia, serving as a cornerstone for both individual professional growth and institutional advancement. In contemporary higher education, knowledge management has gained prominence as institutions recognize its role in fostering academic excellence, improving pedagogical effectiveness, and strengthening research collaborations (Abdullah et al., 2019; Fauzi et al., 2021). Effective knowledge-sharing behaviors facilitate the dissemination of best practices, innovations in teaching methodologies, and cross-disciplinary cooperation, all of which contribute to elevating the overall quality of education.

As institutions increasingly emphasize knowledge management, understanding the factors influencing knowledge-sharing behaviors is crucial. Research has demonstrated that institutional support, digital transformation, and high-performance work strategies significantly impact lecturers' engagement in knowledge-sharing activities (Yunus et al., 2020; Hamzah et al., 2023). Additionally, the integration of digital platforms and technological tools has revolutionized knowledge exchange, enabling more efficient collaboration among educators and researchers (Mohd & Usman, 2022). However, despite these advancements, challenges such as structural barriers, inadequate incentives, and resistance to change continue to hinder widespread adoption (Karim & Majid, 2019; Quadri & Adegboire, 2023).

Institutional support plays a key role in fostering a knowledge-sharing culture. Research indicates that a positive organizational culture, clear policies, and strong leadership significantly contribute to lecturers' willingness to share knowledge (Sohail & Daud, 2009; Fauzi et al., 2018). Institutions that cultivate an environment of trust, reciprocity, and open communication encourage lecturers to engage in knowledge exchange, leading to improved teaching methodologies, increased research productivity, and enhanced student engagement. Khalid et al. (2021) emphasized that service quality within Malaysian polytechnics influences organizational commitment, suggesting that when lecturers feel supported through structured policies and institutional recognition, they are more likely to actively contribute to the academic community. Conversely, institutions lacking clear policies or failing to incentivize knowledge sharing often experience knowledge silos, where lecturers hesitate to share expertise due to institutional constraints, lack of recognition, or a competitive work culture. These challenges highlight the need for strategic interventions to integrate knowledge-sharing efforts into performance evaluations, career advancement frameworks, and professional development initiatives.

Technology has become a key facilitator of efficient knowledge-sharing practices, particularly in the digital era, where online collaboration and virtual learning platforms have transformed higher education. The integration of learning management systems (LMS), knowledge repositories, and digital teaching tools has provided lecturers with structured avenues for storing, sharing, and accessing academic resources (Mohd & Usman, 2022). Studies indicate that lecturers proficient in using digital tools for academic collaboration exhibit higher levels of engagement and pedagogical innovation (Hamzah et al., 2023). However, despite its potential, technological barriers remain a significant concern, especially in institutions struggling with inadequate ICT infrastructure, unreliable internet connectivity, and limited access to digital training programs (Md Yunus, Arif, & Mohamad, 2020). The digital divide between well-funded and under-resourced institutions further exacerbates

disparities in knowledge-sharing opportunities, limiting equitable participation in online collaborations and e-learning initiatives. Addressing these infrastructural gaps requires institutional investment in ICT upgrades, digital literacy programs, and targeted training initiatives to ensure that all lecturers can fully leverage digital platforms for knowledge dissemination.

Despite progress in institutional policies and digital integration, significant barriers continue to impede knowledge sharing (Odularu & Bokwe, 2025). Studies indicate that lack of incentives, limited professional development opportunities, and resistance to new teaching methodologies are primary obstacles discouraging lecturers from engaging in collaborative learning (Dang et al., 2024; Karim & Majid, 2019). Many institutions fail to recognize knowledge-sharing contributions in formal performance assessments, leading to low motivation and reduced participation in institutional knowledge-exchange initiatives (Widra & Lo, 2024). Furthermore, rigid bureaucratic structures and hierarchical work environments create additional barriers by restricting open access to information and discouraging interdisciplinary collaborations (Quadri & Adegboire, 2023). When institutional distrust and ineffective communication persist, lecturers are more likely to withhold knowledge rather than actively engage in peer-to-peer learning (Fullwood & Rowley, 2017; Yunus et al., 2021). To overcome these challenges, institutions must establish structured policies that explicitly reward knowledge-sharing behaviors, whether through promotion incentives, research funding, or formal teaching excellence awards. By embedding knowledge-sharing metrics into faculty evaluations, institutions can reinforce a sustainable culture of academic collaboration, ensuring that lecturers receive due recognition for their contributions to institutional growth.

The relationship between knowledge-sharing practices and job performance has been widely documented, with research consistently demonstrating that active engagement in knowledge-sharing initiatives enhances teaching effectiveness, professional development, and academic productivity (Abdullahi et al., 2023). Lecturers who engage in collaborative learning and interdisciplinary research exhibit greater pedagogical creativity, student engagement, and adaptability to evolving educational demands (Zawawi & Nasurdin, 2015). Furthermore, institutions that implement structured knowledge-sharing programs—such as peer mentoring, faculty learning communities, and interdepartmental workshops—report higher teaching efficacy and stronger research output. The impact of knowledge sharing extends beyond individual lecturers, as shared pedagogical resources, collective research insights, and interdisciplinary discussions contribute to a more innovative academic environment (Yunus et al., 2021).

Leadership plays a crucial role in fostering a collaborative academic environment. Transformational leadership approaches, in which leaders actively promote a culture of shared learning and continuous professional development, have been identified as particularly effective in enhancing knowledge-sharing behaviors among faculty members (Sarmiento & Riana, 2024; Zawawi & Nasurdin, 2015). Institutions led by proactive, knowledge-driven administrators experience higher levels of lecturer engagement, research collaboration, and institutional performance, as leadership commitment to knowledge management plays a pivotal role in shaping faculty attitudes toward collaborative learning (Winarno & Hermana, 2021). Leadership-driven knowledge-sharing strategies include participative decision-making, structured mentorship programs, and faculty development initiatives, all of which contribute to greater institutional engagement. However, leadership inaction regarding knowledge-sharing policies has been shown to reduce faculty motivation, resulting in low

participation in institutional learning programs, stagnant research productivity, and missed opportunities for professional growth (Hamzah et al., 2023). Developing leadership training programs focused on knowledge management can bridge this gap, ensuring that academic leaders foster environments conducive to knowledge exchange and professional collaboration.

Given the complex and multifaceted nature of knowledge-sharing practices, institutions must adopt a comprehensive approach to address both structural and cultural barriers that limit effective knowledge exchange. Strategies such as aligning institutional policies with high-performance work practices, investing in digital infrastructure, implementing faculty incentives, and enhancing leadership training programs can significantly improve knowledge-sharing effectiveness (Kawure et al., 2025; Vătămănescu et al., 2016). Additionally, future research should explore comparative studies on knowledge-sharing frameworks across different educational institutions, examining how best practices can be adapted to Malaysia's polytechnic education system. Longitudinal studies assessing the long-term impact of institutional knowledge-sharing initiatives would also provide valuable insights into sustainable academic engagement strategies.

Knowledge-sharing practices are pivotal in enhancing job performance among polytechnic lecturers in Malaysia. Institutional support, technological integration, and high-performance work practices serve as key enablers of effective knowledge-sharing behaviors. However, several barriers, including inadequate incentives, infrastructural limitations, and organizational constraints, continue to hinder the seamless exchange of knowledge within polytechnic institutions. Addressing these challenges requires a strategic, multidimensional approach that fosters a sustainable and collaborative academic environment.

One crucial aspect of improving knowledge-sharing practices is leadership development. Encouraging transformational leadership styles that prioritize collaboration and continuous learning can create a culture where knowledge exchange is valued. Institutional leaders must actively promote knowledge-sharing initiatives, ensuring that faculty members receive the necessary support, motivation, and resources to engage in meaningful academic collaboration. When leadership commitment is strong, knowledge-sharing behaviors become embedded in the institutional culture, leading to higher engagement, improved teaching methodologies, and enhanced research productivity.

Another critical factor is policy alignment. To ensure that knowledge-sharing efforts are recognized and rewarded, institutions should integrate knowledge-sharing metrics into performance evaluations and promotion criteria. By formally acknowledging lecturers' contributions to knowledge exchange, institutions can incentivize participation, fostering a culture where collaborative learning and mentorship are encouraged. Clear policies that support interdisciplinary collaboration and cross-departmental knowledge sharing will further strengthen institutional efforts to enhance academic performance.

Investing in technological infrastructure is equally important in optimizing knowledge-sharing practices. Enhancing ICT facilities, digital repositories, and virtual learning platforms can bridge existing technological gaps, allowing lecturers to access and disseminate knowledge more effectively. Institutions must also provide comprehensive training programs to equip lecturers with the skills needed to navigate and utilize digital tools for collaborative learning. Addressing the digital divide between well-funded and under-resourced institutions

is essential to ensuring equal opportunities for all educators to participate in knowledge-sharing initiatives.

Future research should explore innovative strategies to enhance knowledge-sharing practices, particularly in the context of evolving digital technologies and changing academic landscapes. Comparative studies examining knowledge-sharing frameworks across different higher education institutions could provide valuable insights into best practices and policy improvements. Additionally, longitudinal studies assessing the long-term impact of knowledge-sharing initiatives would offer a deeper understanding of how institutional strategies contribute to sustainable academic engagement. By fostering a culture of knowledge sharing, polytechnic institutions can significantly enhance their academic and research capabilities, ultimately benefiting both lecturers and students. Strengthening leadership commitment, aligning policies with institutional goals, leveraging technology, and investing in professional development will ensure that knowledge-sharing practices become an integral part of Malaysia's higher education landscape, paving the way for continuous innovation and academic excellence.

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