



# Association between Behavioral Intentions and Knowledge Sharing; Are Demographics Influential\*

Arenawati Sehat Binti Omar, Dr. Shahren Bin Ahmad Zaidi Addrucce.

<sup>1</sup>Ph.D Student, Institute Borneo Studies, Universiti Malaysia Sarawak, Kota Samarahan, Malaysia; <sup>2</sup>Associate Professor, Institute Borneo Studies, Universiti Malaysia Sarawak, Kota Samarahan, Malaysia.  
Email: rieyn77@gmail.com

## ABSTRACT

**Objective:** Globally, the inadequate level of knowledge sharing is considered as an increasing concern among educational institutes, impacting educational quality and job performance. Thereby, the study aims to assess the association between behavioral intentions and knowledge sharing by using the Theory of Reasoned Action (TRA). It also examines the influence of the demographic factors on knowledge sharing behavior. **Methods:** A cross-sectional design was used in this study including a total of 630 academicians from the four educational institutes (Universiti Malaysia Sarawak (UNIMAS), Universiti Teknologi MARA Sarawak, Universiti Putra Malaysia, Bintulu and Politeknik Kuching) based on a survey approach. The collected data were analyzed statistically using PLS SMART- SEM. **Results:** The results revealed a significant impact of age, gender, work experience, designation, and education on behavioral intentions and knowledge sharing. It also showed a direct association between behavioral intention and knowledge sharing. **Conclusion:** The study concludes that collaborative practices should be encouraged among academicians for creating a knowledge sharing culture.

**Keywords:** Academic Institutes; Behavioral Intentions; Demographics; Knowledge Sharing; Malaysia.

## 1 INTRODUCTION

At present, the concept of knowledge development is exponentially increasing, backed by its increased practical application [1]. Studies have recognized it as a primary agent facilitating organizational growth and competitive advantage at both national and international level [2]. The significance of knowledge development and management is well-established in both academic and corporate context [3]. Several studies have indicated the association between knowledge management and organizational performance, reflecting it as a stimulant for organizational success [2]. This is particularly significant for developing countries, where an increased inclination is observed for developing country's knowledge infrastructure. Similar to other organizations, the success of the academic institutes is also dependent on the knowledge sharing practice of its members, particularly among the academicians [4, 5].

The nature of the academic institutes makes it imperative for the academicians to impart knowledge either through research, intuition or its dissemination at both individual (learners and colleague) and collective level (society) [6]. The knowledge sharing practices in the higher institutes comprises of various factors which involve research, presentation, teaching activities as well as other methods, which eventually promote organizational success. Evidence from the literature has emphasized that these practices promotes collaborative aspects and helps the firm in establishing its competitive advantage [7]. The knowledge sharing practices in the educational institutes also improve educational quality, institutional performance, as well as its contribution to the success of the nation [8]. This is particularly true for developing countries that are aggressively investigating for improving their knowledge sharing mechanism.

However, this improvement can be thwarted when individuals are resisted to share their knowledge with others. Past studies have highlighted various reasons such as organizational factors, personal gains, lack of comfort level as well as stressors, which affect the knowledge sharing practice [9, 10]. The prevalence of this behavior creates a knowledge gap in the organization, imposing an adverse impact on its functional capabilities [11]. This also impacts the organizational reach to its desired outcomes. These reasons positioned knowledge sharing as an integral component for an institutional success. Recently, the Theory of Reasoned Action (TRA) has increased the knowledge sharing practice, though; majority of the work is carried out in environmental related subjects, and waste management as well as sustainable energy uses [12-14]. It has been used by a few researchers for the assessment of the psychological determinants, particularly for behavioral