

UNIVERSITY OF GHANA

**KNOWLEDGE SHARING, PERCEIVED ORGANISATIONAL SUPPORT AND
INNOVATIVE WORK BEHAVIOUR IN GHANAIAH HIGHER EDUCATION
INSTITUTIONS: THE CASE OF UNIVERSITY OF EDUCATION, WINNEBA**

BY

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This thesis is submitted to the University of Ghana, Legon, in partial fulfilment of the requirement for the award of a **PhD IN ADULT EDUCATION AND HUMAN RESOURCE STUDIES DEGREE**





DECLARATION

I do hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this or any other university. All references used have been duly acknowledged, and I bear sole responsibility for any shortcomings.

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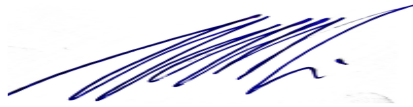
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CERTIFICATION

I hereby certify that this thesis was supervised in accordance with the procedures laid down by the University.

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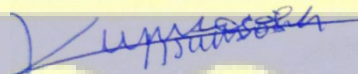


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ABSTRACT

In an era in which knowledge is regarded as a vital asset, the ability to share and manage knowledge effectively is essential for organisational success and innovation. This research explores the role of knowledge sharing behaviours in fostering innovative work behaviours and examines the moderating influence of perceived organisational support, as well as the motivating factors behind knowledge sharing among academic staff in higher education institutions in Ghana. The study is grounded in the Human Capital Theory and Organisational Support Theory, offering a robust framework for understanding the interplay between knowledge sharing, perceived organisational support, and innovative work behaviour. A mixed-method approach, specifically the concurrent embedded research design, was employed. Data were collected from 364 academics across eight academic units at the University of Education, Winneba. Descriptive statistics, structural equation modeling (SMART-PLS), and thematic analysis were used to analyze the data. The findings reveal that knowledge sharing has a significant positive impact on innovative work behaviour, with perceived organisational support strengthening this relationship. Furthermore, individual, organisational, and technological factors were identified as key motivators for knowledge sharing among academics. The study underscores the importance of fostering a supportive organisational culture that encourages knowledge exchange and empowers employees to contribute creatively. The results provide valuable insights for educational administrators to develop strategies that promote knowledge sharing and innovation, ultimately enhancing institutional performance. This research enriches the existing literature on knowledge management and innovation in higher education by highlighting the critical role of organisational support in facilitating innovative work behaviours.

DEDICATION

This thesis is dedicated to my visionary Momma, Ms. Naomi Edith Arhin, and my dear husband, Dr. Joseph K. A. Adjei, whose unwavering love and support have been my strength throughout this journey.



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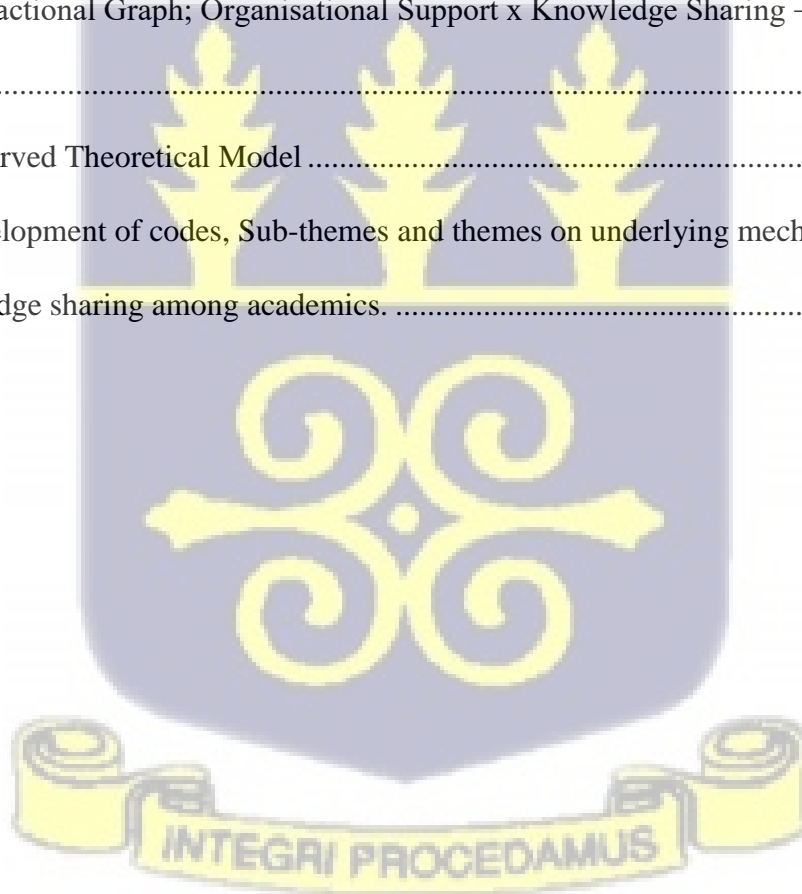
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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Individuals, organisations and economies all over the world consider knowledge as a valuable resource and find ways to manage it to their advantage. An individual and organisation's ability to make the right decision relies heavily on their knowledge. Thus, if managed appropriately, knowledge is a key resource of competitive advantage for organisations (Jokanović et al., 2020).

The significance of knowledge has led to an increase in research on knowledge management and its methodologies, particularly in the area of knowledge sharing (Agyeman et al., 2016). It has been recognised that one of the success factors of any organisation (public or private) is based on its capacity to share knowledge, learn from the knowledge they possess, as well as how it is used to create new value (Boateng & Agyeman, 2016). It may be suggested that one of the key ways employees contribute to the application of knowledge and the promotion of innovation is through knowledge sharing. In support of this perspective, several scholars have highlighted knowledge sharing as a strategic tool that enables organisations to strengthen their competitive edge (Lee et al., 2016; Le & Lei, 2017; Razak et al., 2016). Therefore, it is crucial to emphasise the firm's capacity to recognise, gather, disseminate, utilise knowledge, and effectively translate this knowledge into tangible consequences for the organisation (Le & Lei, 2018).

Knowledge sharing is widely recognised as a crucial aspect of knowledge management, as the effectiveness of knowledge management efforts largely depends on how actively knowledge sharing practices are implemented within an organisation (Le & Lei, 2017; Wu & Lee, 2017).

The term "KS" is used to denote the frequency at which employees engage in the sharing and

dissemination of their work-related knowledge with their colleagues (Gillani et al., 2018). Knowledge sharing (KS) can be described as a process in which employees exchange and acquire adequate knowledge to effectively carry out their job duties (Saragih & Harisno, 2015). Knowledge sharing refers to the process by which individuals and groups communicate their knowledge, experiences, and competencies with one another, aiming to enrich and broaden their own understanding and capabilities. This exchange aims to achieve personal and organisational goals (Akram et al., 2018; Farooq, 2018). Therefore, sharing knowledge may be regarded as a valuable asset that enables individuals within an organisation to gain a deeper understanding of their professional trajectories and contribute to the overall success of their respective departments.

Research has also demonstrated that the act of sharing information among workers enables them to engage in various jobs, assume increased responsibility within the organisation, strengthen their self-sufficiency and professional competence in performing their jobs, and ultimately contribute to notable advances in the workplace (Almulhim, 2020; Kang et al., 2017). For instance, an investigation conducted by Almulhim (2020) explored the relationship between information sharing and innovative work behaviour in the Communications Industry of Saudi Arabia. The study found that “knowledge sharing psychologically empowers the worker to bring creativity, modernisation and excellence in the work that affects the marginal productivity, profitability, and customer satisfaction to a great extent”. In the present highly competitive market environment, these factors are indicators for organisations’ long-term survival. By inference, the positive effect of knowledge sharing is not felt only at the individual level but also on the business’s overall performance and profitability (Muafi, 2020).

Moreover, the present era is widely acknowledged as the knowledge economy, a term that has been introduced to depict patterns observed in developed economies characterised by a growing

dependence on knowledge, information, and high levels of expertise. This trend necessitates enhanced accessibility to these resources by both the business and public sectors (OECD, n.d.). Hence, the knowledge economy highlights knowledge as a significant resource that organisations may utilise to gain a competitive advantage and flourish over the long run. Furthermore, research has shown that individuals who share their expertise can rapidly expand their specific knowledge base, as well as enhance their problem-solving abilities and overall job performance (Lu et al., 2012). Based on this, businesses in today's world have made efforts to enhance their competitiveness by expanding their pool of skilled innovative human capital. According to Raykov (2014), evidence suggests that personnel with higher education and greater knowledge directly influence an organisation's capability to implement innovation. Derin et al. (2022) describe innovation as the adoption of new organisational strategies aimed at improving business operations. In contrast, innovative work behaviour (IWB) involves the deliberate generation and implementation of original and valuable ideas concerning products, services, or work processes. Furthermore, IWB encompasses a range of behaviours that are essential for the development, initiation, and implementation of these ideas, as noted by Bin Saeed et al. (2019). Consequently, employees' innovative work behaviour is recognised as a key driver of an organisation (Derin et al., 2022; Radaelli et al., 2014).

According to various studies, the exchange of information is a critical factor in determining an organisation's level of innovativeness and effectiveness (e.g. Kmiecik, 2021; Kuo et al., 2014; Pham et al., 2020; Perez-Arostegui et al., 2012). Furthermore, research has shown that individuals who share their expertise can rapidly expand their specific knowledge base, as well as enhance their problem-solving abilities and overall job performance (Hu et al., 2009). Numerous studies have explored the relationship between knowledge sharing and innovative work behaviour (IWB)

across different organisational contexts. For instance, Alsaadi (2018) investigated knowledge sharing among academics in higher education institutions in Saudi Arabia and found that such sharing positively influenced IWB. Similarly, Phung et al. (2017) conducted a case study in Vietnam revealing that knowledge sharing facilitated IWB within the organisation they studied. Almulhim (2020) examined how psychological empowerment influences the relationship between knowledge sharing and innovative work behaviour (IWB), finding that it acts as a moderating factor between the two. Similarly, Atatsi et al. (2022) investigated the roles of individual and team learning as possible antecedents of integrated work-based learning in Ghanaian technical universities, and reported that both forms of learning were positively associated with IWB. Derin et al. (2021) conducted research to assess whether ethical climate served as a mediating factor in the relationship between information sharing and IWB, concluding that ethical climate partially mediated this relationship.

In addition, the COVID-19 pandemic has had a tremendous impact on the economy of the entire world and has altered the operational procedures of many different types of enterprises. According to the World Intellectual Property Organisation (WIPO, 2021), the number of global patent applications declined by 4.5% in 2020, and the number of trademark applications decreased by 6.4%. This indicates that the pandemic has slowed down innovation activity in a variety of industries. Seventy-eight percent (78%) of CEOs, according to a survey conducted by PwC (2020), are concerned about the impact that the pandemic would have on their workforce and are seeking to create new ways of working to adapt to the changing circumstances. Specifically, within the context of remote work and ongoing digital transformation, these figures highlight the pressing need to gain deeper insight into the link between knowledge sharing and innovative work behaviour (IWB). As indicated, innovation is relevant for every organisation in the 21st-century

business environment, which is changing in nature and coupled with keen competition (Devloo et al., 2015). However, the focus of innovation is often linked with explicit areas only, such as business, engineering, and technology (Asurakkody & Shin, 2018). In these spaces, innovation is often cited as a key element in warranting organisational sustainability and feat (Leong & Rasli, 2014). In enterprises, innovation manifests through tangible products and adaptations in organisational structure and procedures, instructional approaches, leadership methodologies, services, and novel technologies (Mustika et al., 2020). Therefore, education, an important area, cannot be disregarded in accepting the phenomenon of innovation. The contemporary state of the rapidly growing educational system has placed many more requirements on teachers to exhibit innovative behaviours. This present generation demands a relevant education system in line with societal needs. To keep pace with the advent of technology, especially in the fourth industrial revolution era, innovation in education is non-negotiable (Zainal & Matore, 2019). The realisation of an organisation's innovation requirement depends on the individual's behaviour, this makes individual innovative behaviour essential for the organisation to thrive. Promoting employee innovativeness is crucial in the realm of management practices, as acknowledged by practitioners who see its significance in achieving organisational innovation, adaptation, and overall success (Atatsi et al., 2022).

Based on accounts given in the literature (e.g. Derin et al, 2022; Nguyen et al, 2019; Phung et al, 2017 etc.), the promotion of IWB, which is crucial for businesses to have for them to be successful in the fast-shifting business climate of today, is made possible by the sharing of knowledge. To understand the elements that determine the relationship between knowledge sharing and IWB and to design successful strategies for fostering knowledge sharing in companies, however, additional research is required. This thesis intends to contribute to the body

of research by investigating the influence that knowledge sharing has on IWB, as well as the role of organisational support in facilitating this relationship among employees in higher education institutions in Ghana.

1.1 Statement of the Problem

Significant shifts have occurred within the public sector, evolving from a traditional bureaucratic model to a more managerial approach. This transformation has been driven by increased competition for resources and the emergence of alternative service providers that public organisations must address (Titi Amayah, 2013). This perspective also applies to public universities which are facing heightened competition due to the proliferation of both public and private universities. In Ghana, prior to the year 2000, only a limited number of public universities offered higher education. Today, numerous public universities, technical universities and an increasing number of private universities are competing for the same resources. Consequently, it is essential for institutions of higher education to engage in continuous learning to develop innovative instructional and learning strategies, as well as to conduct advanced research that contributes to the expansion of knowledge and its application. This is vital for their ability to thrive in a competitive environment characterised by volatility, uncertainty, and ambiguity (Ramayah et al., 2014).

Due to the numerous mandates imposed on institutions of higher education, there is an increased need for enhanced performance and innovation. Organisations are encouraged to establish and implement organisational learning systems that facilitate the distribution and utilisation of knowledge among internal members and external stakeholders (Akram et al. 2018; Atatsi et al., 2022). It is anticipated that this will ultimately foster or reflect innovation. The exchange of information exemplifies an organisational learning system. As a resource, knowledge is essential

for both the public and private sectors as both face intense competition and operate in an uncertain environment.

In Ghana, the innovative behaviours of academics in higher education institutions have come under scrutiny as there have been numerous calls from opinion leaders for a paradigm shift. Concerns have been raised regarding the relevance of existing curriculum and various programmes of study to the demands of the 21st-century labour market, outdated modes of delivery, and an overreliance on the status quo in operations. The limited employability skills among Ghanaian university graduates and their ability to compete globally are often cited in national discourse as critical factors contributing to the limited innovative behaviours observed (CDD-Ghana, n.d.). This indicates that, in the field of higher education, where institutions are required to evolve in response to shifting student requirements, advancing technical standards, and the demands of a more globalised economy, innovation is particularly vital. Knowledge sharing is an essential component of innovative capability as it enables individuals and organisations to build on previously acquired information, generate new ideas, and implement ideas effectively (Al-Kurdi et al., 2020; Al Ahababi, 2019).

Research has indicated a positive relationship between knowledge-sharing and innovative work behaviours (e.g. Gyensare & Asare, 2012; Mustika et al., 2020). This relationship exists because the social interactions involved in knowledge sharing provide individuals with a knowledge base, which is an essential resource for innovative behaviours. Although knowledge-sharing activities (such as seminars, retreats, conferences, workshops, research outputs, and mentorship) are prevalent in most universities, relatively few studies have been conducted within the university setting (Al-Kurdi et al., 2020; Atatsi et al., 2022; Fullwood et al., 2018). Moreover, empirical

investigations into how knowledge sharing influences innovative work behaviour remain limited, especially among academic staff.

The relationship between knowledge sharing and innovative work behaviours (IWB) has been widely examined in the literature. Numerous studies have reported a significant positive association between the two across various sectors, including banking, telecommunications, and healthcare (Akhavan et al., 2015; Asurakkody & Kim, 2020; Kang & Lee, 2017; Radaelli et al., 2014; Usman & Mat, 2017). However, this important relationship remains underexplored within higher education institutions (Atatsi et al., 2022; Ibus et al., 2020; Phung et al., 2019). Furthermore, research into the link between knowledge sharing and IWB is still relatively scarce in non-Western contexts (Phung et al., 2017; Shanker et al., 2017). Therefore, there is a need to contribute to the existing literature in this area.

Furthermore, existing literature suggests that there are contingent factors influencing the link between knowledge sharing and other outcome variables. For example, Kim and Yun (2015) investigated the effects of self-efficacy and abusive supervisory behaviour on employees' knowledge-sharing and task performance. Their findings indicated that the relationship between knowledge sharing and task execution was weakened in the presence of abusive behaviour, suggesting an interaction effect. Building on this argument, Wang and Noe (2010) highlighted the importance of adopting an interactional perspective when examining the outcomes of information sharing. This is because, although organisations may establish effective mechanisms for disseminating knowledge among employees, such efforts do not always translate into improved organisational outcomes—such as innovative work behaviours—due to contextual factors within the organisation, including leadership style and organisational climate

Therefore, an important way to improve understanding knowledge sharing and its relationship with outcome variables is to consider the role of interactional effects. While knowledge sharing and innovative work behaviours have been examined in the literature, the interplay of organisational support is not well advanced. However, other researchers have recommended investigating its role in influencing innovative work behaviours (Choi et al., 2016; Duan et al., 2020). For instance, Choi et al. (2016), indicated that research analysing the linkages of employees' behaviours, the moderating role of organisational support must be explored. The researchers posited that institutions characterised by variations in their environment and support systems may produce diverse effects on knowledge sharing (KS) and the outcome variables. This is attributed to the disparities in the possibilities and motives provided by these institutions for engaging in such activities. As a result, these consequences have the potential to either impede or facilitate the beneficial impacts of knowledge dissemination. Thus, this research study seeks to test the applicability of organisational support in the knowledge sharing –innovative work behaviour nexus in a higher education institution in Ghana

1.2 Purpose of the Study

The purpose of this study is to examine the influence of knowledge sharing on the innovative behaviours of academics, as well as the moderating role of perceived organisational support in higher educational institutions in Ghana, with a focus on the University of Education, Winneba.

1.3 Objectives of the Study

The objectives of the study are to:

- I. determine the prevalence of knowledge sharing among academics in higher education institutions in Ghana, with a focus on the University of Education, Winneba

- II. investigate the relationship between knowledge sharing and innovative work behaviour
- III. examine the moderating role of organisational support in the relationship between knowledge sharing and innovative work behaviour
- IV. explore the motivating factors that promote knowledge sharing.

1.4 Research Questions

Based on the study's objectives, the following questions guided the research:

- I. what is the prevalence of knowledge sharing among academics in the University of Education, Winneba?
- II. what is the relationship between knowledge sharing and innovative work behaviours?
- III. what is the role of organisational support in the relationship between knowledge sharing and innovative work behaviours?
- IV. which motivating factors promote knowledge sharing?

1.5 Significance of the Study

This study seeks to offer meaningful insights for higher education administrators into how knowledge sharing influences the development of innovative work behaviours among academics in Ghanaian higher education institutions. By analysing and interpreting the findings, institutional leaders will gain a clearer understanding of how to enhance the outcomes of knowledge sharing by fostering an organisational culture that actively supports and promotes such practices. This is because the research suggested that there are organisational characteristics that have the potential to interfere with the nexus between knowledge sharing and innovative work behaviours. In addition, managers may be assisted in developing effective and ever-evolving strategies to handle the obstacles of knowledge sharing if they have an awareness of the main influencing aspects of

KSB towards the promotion of IWB. This survey will enhance the comprehension of knowledge sharing advancement in education for academics, researchers, and professionals in the field as the study purports to unravel the mechanisms.

According to what Na-Nan and Arunyaphum (2021) found, a rise in the amount of push and support from organisations for knowledge sharing results in increased benefits for the production of goods and services as well as work innovation. Understanding the perceptions and attitudes of academics towards information and knowledge exchange is essential for identifying key factors that support the development of an organisational culture conducive to knowledge creation through institutionalised knowledge-sharing practices. More importantly, the study will offer senior management in higher education institutions a valuable reference point for identifying the necessary conditions to implement effective policies and programmes aimed at promoting knowledge exchange among academics, thereby enhancing institutional performance.

Furthermore, the findings of this study are expected to influence policy development regarding information dissemination within higher education institutions. Such policies would help clarify the rationale behind knowledge sharing among academics and guide the effective management of intellectual capital for skills development and the advancement of collective intelligence as a catalyst for innovative work behaviour. Ultimately, these efforts aim to foster a culture of trust among academics and discourage practices associated with information hoarding.

The findings of this research will contribute to the existing body of knowledge on the role of knowledge sharing in fostering innovative work behaviour, particularly by highlighting the moderating influence of perceived organisational support in shaping this relationship within public higher education institutions—an area that has received limited scholarly attention.

Additionally, the outcomes of the study will offer practical implications and identify potential avenues for future research aimed at advancing knowledge sharing and innovative work behaviour in higher education institutions (HEIs).

1.6 Delimitation

Individuals living in the twenty-first century who are part of the so-called knowledge society have reached a point in which the dissemination of information has become an essential factor in the development of a wide range of skills. Because knowledge sharing is considered a relevant tool for innovative behaviour in several contexts in literature, there is a gap when it comes to the academic community (see statement of the problem). Based on this gap, the current research should have considered all the universities in Ghana. However, the study is delimited to just University of Education, Winneba due to data gathering and time constraints. Specifically, lecturers who teach at the University of Education, Winneba were selected as study participants for this study.

1.7 Definition of Terms

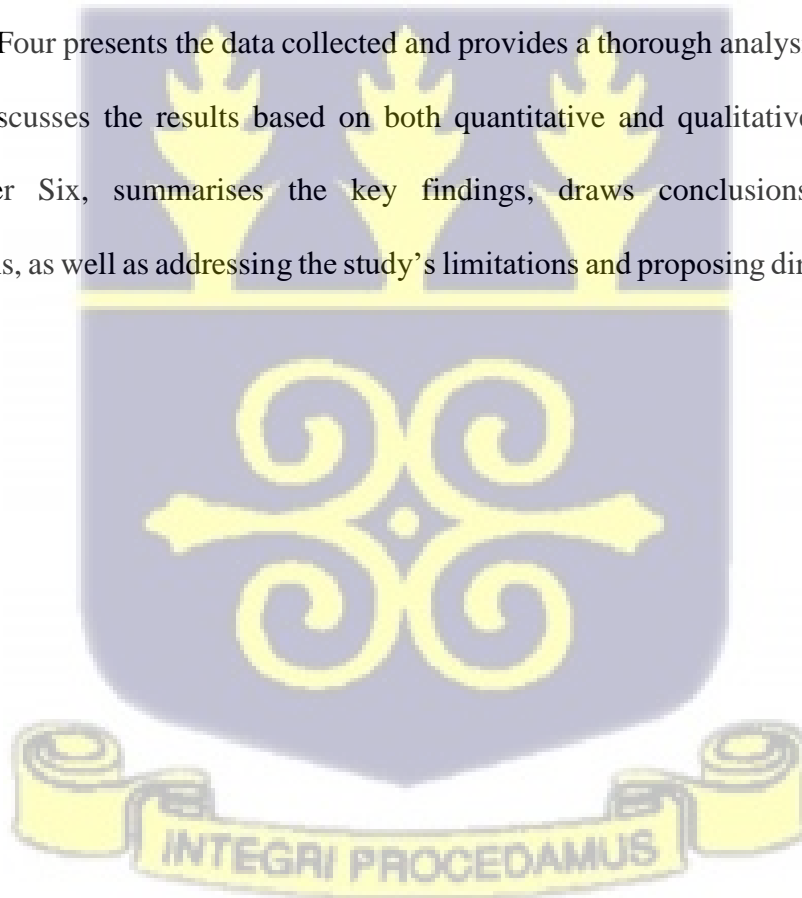
Knowledge Sharing (KS) is a crucial process that enables individuals and teams to share information, expertise, ideas and skills with others within an organisation which could be done formally or informally.

Innovative Work Behaviour (IWB) is the willingness and ability of employees to generate and implement novel ideas, approaches, or solutions that enhance organisational performance and competitiveness.

Perceived Organisational Support is “the degree to which employees perceive that their organisation values their contributions and demonstrates concern for their well-being”

1.8 Organisation of the Study

This research is structured into six distinct chapters. Chapter One presents the background to the study, clearly articulates the problem statement, outlines the purpose, research objectives and questions, and highlights the significance, scope, and delimitation of the study. It also defines key terms and concludes with an overview of the structure of the entire work. Chapter Two offers a comprehensive review of relevant literature, including conceptual, theoretical, and empirical perspectives related to the study. Chapter Three outlines the research methodology, detailing the philosophical underpinnings, research design, target population, sample size, sampling techniques, data collection instruments, methods of analysis, ethical considerations, and the study setting. Chapter Four presents the data collected and provides a thorough analysis of the findings. Chapter Five discusses the results based on both quantitative and qualitative data. The final chapter, Chapter Six, summarises the key findings, draws conclusions, and provides recommendations, as well as addressing the study's limitations and proposing directions for future research.



CHAPTER TWO

RELATED LITERATURE AND THEORETICAL REVIEW

2.1 Introduction

This chapter provides the methods for searching literature in the study, the conceptual review of the major study variables- knowledge sharing, perceived organisational support and innovative work behaviour. This is followed by the review of theories which provides explanations for the various study objectives. The review of existing studies that considered some of the issues in the current study was done under the empirical review.

2.2 Literature Search Methods

To address the existing gaps in the literature, this study undertook a comprehensive review of scholarly works related to the key variables under investigation—knowledge sharing, perceived organisational support, and innovative work behaviour. Kraus et al. (2020) note that the systematic literature review has become an increasingly adopted method for synthesising existing research within a given field. To build a new theoretical framework and identify knowledge gaps that need to be addressed, it also leverages prior research which is made possible by proper literature review. To provide information on the study variables, the researcher relied on peer reviewed articles published in journals. The following databases: Google Scholar, Emerald Insight, Wiley, Taylor & Francis, Sage, and Science Direct were used to find these publications. An appropriate criterion acceptable for comprehensive literature search is a minimum of four databases (Romero et al., 2020). Therefore, the databases employed for the literature search was sufficient. A number of previously published articles from peer-reviewed journals, books and book sections (chapters), conference proceedings, and conference papers were uncovered as a

result of the search made. All of these items were then evaluated in accordance with the inclusion and exclusion criteria included in the literature review.

Inclusion Criteria

For research purposes, it is necessary to define criteria for selecting journals related with our objectives and with the research questions posed (Torres-Carrión, 2018). Researchers must first develop the inclusion criteria, which will serve as a guide in selecting the articles and papers for the review, in order to produce a high-quality related literature review. This is because the inclusion criteria will decide the review's scope. The papers selected for review for the purpose of this study is limited to those published between 2010 and 2023 so as to have a relatively current understanding of the study variables except the sources from concepts proponents and those in the theoretical areas, such as human capital theory, organisational support theory etc. Additionally, related papers written in English language qualified for review in the current study.

Exclusion Criteria

Exclusion criteria highlight characteristics that preclude an article from being considered for a detailed literature review (Connelly, 2020). With this criterion, the literature search is cleared of pointless research (Arshad et al., 2021). Considering that the researcher can only read and understand English, non-English articles are not included in this review. The literature search also excluded articles and business reports that were written anonymously. This is due to the difficulty, and occasionally the impossibility, of citing writers of business papers and articles that use anonymous authors. As a result, papers and reports with anonymous authors were not included in the systematic literature evaluation. Finally, irrelevant publications were disregarded, meaning that they had no bearing on the study's variables. Even if some of the papers found in the search

featured some of the search terms in their titles and abstracts, a close inspection revealed that they had nothing to do with the variables under research.

2.3. Conceptual Review

2.3.1 The Concept of Knowledge Sharing

In today's knowledge-driven economy, both scholars and practitioners have increasingly focused on knowledge management due to the critical role that knowledge plays in shaping the modern economy and the creative industries (Abdelwhab Ali et al., 2019; Manfredi et al., 2018).

Knowledge sharing represents a core component of knowledge management, as it facilitates the transfer of knowledge between individuals, ultimately contributing to personal career development. Various scholars have conceptualised knowledge sharing in different ways throughout the literature. For instance, Gonzalez and Martins (2017) defined KS “as a mechanism through which organisational members share valuable information and expertise with each other”.

According to Yasir, et al. (2023) KS encompasses interpersonal engagement among employees that facilitates the exchange of knowledge, expertise, and practical know-how with the aim of acquiring novel insights and abilities. Knowledge sharing is described as the transfer of knowledge and expertise between individuals or groups within an organisation (Hu et al., 2021).

It is a social process that involves both the transfer and acquisition of knowledge and can occur both formally and informally (Jashapara & Tai, 2011). From the various definitions, it could be said that knowledge sharing entails both knowledge donation and receiving among members in a particular organisational setting.

In recent years, knowledge sharing has been recognized as a critical factor that can contribute to organisational success and innovation (Huang et al., 2019; Kim & Shim, 2018). Scholars have

suggested that knowledge sharing can facilitate the development of new ideas, products, and services, as well as promote learning and problem-solving within an organisation (e.g. Annansingh et al., 2018; Saenz et al., 2012). Kim and Shim's (2018) study examined the relationship between social capital, information exchange, and innovation within a tourism cluster comprising small- and medium-sized firms. The research employed a quantitative methodology, gathering a total of 199 valid questionnaires from small and medium-sized enterprises (SMEs) located in the Bomun tourism cluster in South Korea. The study hypotheses are tested using a structural equation modelling technique. This study provides empirical evidence supporting the notion that the act of sharing knowledge inside small and medium-sized enterprises (SMEs) has a positive impact on their performance through fostering innovation.

Saenz et al. (2012) conducted an empirical study to examine the extent to which various mechanisms of knowledge sharing (ICT-based, personal interaction-based, and embedded in management processes) influence innovation capability, specifically in terms of ideation and innovation project management. Additionally, the researchers investigated the impact of each primary level of innovation capacity on company performance. A survey instrument was developed and distributed to the chief executive officers (CEOs) of the companies comprising the designated population, which consisted of medium-high and high technology firms in Spain and Colombia. These firms were required to have a workforce of over 50 people and engage in research and development (R&D) activities. The research employed structural equation modelling (SEM) using the partial least squares (PLS) approach to assess the hypotheses. Research has shown that knowledge sharing plays a vital role in enhancing an individual's capacity for innovation. With the exception of ICT-based knowledge sharing mechanisms—which were found to have no statistically significant effect on idea generation—all other forms of knowledge sharing

examined demonstrated a meaningful influence on both the creation of ideas and the management of innovation projects. However, the degree of relevance varies among these mechanisms, and they collectively explain a substantial amount of variance in both constructs. When organisations are able to leverage their collective knowledge and experience to improve decision-making and increase innovation, an enhanced competitive advantage achieved (Arsawan et al., 2022; Farooq & Vij, 2020; Mustika et al, 2020).

Empirically, Arsawan et al. (2022) explored the relationship between knowledge sharing and competitive advantage. The study aimed to examine the role of information sharing in fostering an innovation-oriented culture, ultimately contributing to improved organisational performance and the achievement of sustainable competitive advantage. This quantitative study involved 259 respondents, selected from a sampling frame of 59 individuals, spanning three managerial levels within small and medium-sized enterprises (SMEs) engaged in export activities in the Bali region of Indonesia. Data were collected through a questionnaire designed using a semantic differential scale. The collected data were subsequently analysed using the Smart PLS programme. The findings of the study indicate that there is a considerable relationship between information sharing and its impact on innovation culture, business performance, and sustainable competitive advantage. These findings underscore the pivotal role of knowledge sharing as a strategic lever in today's dynamic and competitive business environment. It revealed that when individuals within an organisation, freely shared their expertise, insights, and innovative ideas, it led to the accumulation of valuable knowledge assets. This knowledge could then be leveraged to enhance product development, optimize operational processes, and respond more effectively to market changes.

Moreover, the research findings emphasize that knowledge sharing is not merely a theoretical concept but a practical strategy for organisations to gain a competitive edge by harnessing their collective intelligence and fostering a culture of continuous learning and innovation. An additional benefit of knowledge sharing is the creation of a learning organisation. A learning organisation is one that continuously improves its performance through the acquisition and application of knowledge. Knowledge sharing enables individuals and teams to learn from each other's successes and failures and to develop new ideas and approaches.

Organisations depend on different forms of knowledge to realise their objectives and enhance performance. Broadly, these forms of knowledge can be categorised into two main types: explicit knowledge and tacit knowledge. The categorization into explicit and implicit knowledge depends on the nature of the knowledge and the context in which it is being shared.

2.3.2 Categories of Knowledge

Explicit Knowledge

Explicit knowledge refers to codified knowledge that can be easily communicated through language, symbols, or diagrams. It includes facts, rules, procedures, and other types of information that can be easily shared and stored in databases, manuals, or other forms of documentation (Bhatt, 2001). Examples of explicit knowledge in organisations include organisational policies, procedures, and best practices.

Tacit Knowledge

Tacit knowledge, on the other hand, refers to knowledge that is personal, subjective, and difficult to articulate. According to Jahani et al. (2011), tacit knowledge is unique, context-specific, and therefore hard to formalize and communicate. It is rooted in individual experiences, skills, and perspectives and is often acquired through informal learning, observation, and practice. Examples

of tacit knowledge include expertise, intuition, and insights (Nonaka et al., 1996). Tacit knowledge is often shared through interpersonal interactions, such as conversations, mentoring, and coaching.

Nonaka et al. (1996) argued that tacit knowledge is more important for innovation and creativity, as it involves intuition, judgment, and experience. On the other hand, explicit knowledge is critical for efficiency and effectiveness, as it can be easily codified, stored, and transferred.

Despite the importance of both forms of knowledge, researchers have shown that organisations often focus more on explicit knowledge, neglecting tacit knowledge (Polanyi, 1966; Tsoukas, 1996). The reason provided for organisations' preference for explicit knowledge is that it is easier to measure, transfer, and manage, while tacit knowledge is more difficult to identify, articulate, and share. To address this challenge, some researchers have suggested that organisations adopt a more holistic approach to knowledge management that recognizes the value of explicit and tacit knowledge (Kogut & Zander, 2003; Takeuchi & Nonaka, 2000). The holistic approach involves creating an environment that encourages the sharing and exchanging tacit knowledge and developing systems and processes that facilitate the capture and transfer of explicit knowledge.

In summary, explicit and implicit knowledge play critical roles in knowledge management and innovation. While explicit knowledge is more formal and easily transferable, tacit knowledge is informal, personal, and deeply rooted in an individual's experience and expertise. Organisations need to adopt a more holistic approach to knowledge management that recognizes the value of both forms of knowledge and creates an environment that encourages sharing, transferring, and exchanging.

The factors affecting knowledge-sharing practices vary across different industries and contexts. However, organisational culture, trust, communication, leadership, self-efficacy, and reward practices are consistently identified as critical factors (Lin, 2007; Nonaka et al., 1996). For instance, Runhaar and Sanders (2016) examined the factors promoting teachers' knowledge sharing, focusing on the fostering roles of occupational self-efficacy and human resources management. Research has shown that occupational self-efficacy and human resource management practices have a positive influence on teachers' knowledge-sharing behaviour. It was suggested that organisations can encourage knowledge sharing among educators by offering targeted training and support to strengthen their occupational self-efficacy, alongside implementing effective HR practices. In a related study, Abdelwhab Ali et al. (2019) examined the key factors influencing knowledge-sharing practices and their connection to organisational performance within the oil and gas sector. Their findings revealed that corporate culture, trust, and communication play a vital role in shaping knowledge-sharing behaviour. The authors recommended that organisations prioritise the development of a supportive culture, foster trust among employees, and enhance communication strategies to facilitate knowledge sharing and improve overall performance.

2.3.3 Dimensions of Academics Knowledge Sharing Behaviours

Written Contributions

This aspect of knowledge dissemination behaviour pertains to the actions undertaken by scholars to share their knowledge through ideas, information, and expertise through written documentation, as opposed to spoken exchanges. The dimension entails behaviours similar to the dissemination of scholarly publications in reputable journals, periodicals, or newsletters, the act of sharing ideas and opinions through online databases or discussion forums inside academic

departments, as well as submitting reports with potential benefits for fellow academics, the university, and society as a whole (Ramayah et al., 2014). Under the broader categorization of knowledge, the knowledge shared in this dimension falls under explicit knowledge. The information is conveyed from one individual to another individual via a document channel. Written contributions as a dimension of academics' knowledge-sharing behaviour was described by Landry et al. (2010) as the transfer of codified scientific knowledge to the reservoir of open science. These activities provide intrinsic and extrinsic motivation to those who donate the knowledge. By inference, the ability to monitor, access, assess, and document contributions to knowledge databases, such as journal articles, allows academics to get a sense of internal satisfaction. This assurance stems from the belief that their efforts in sharing knowledge will not go unnoticed or undervalued by the academic institution, and may yield future rewards. For example, academic institutions reward academics who produce outstanding research outputs which aid their career development.

Organisational Communications

This dimension of knowledge-sharing behaviour describes spreading knowledge through formal person-to-group social interactions. It involves the transfer of knowledge from individuals to groups or teams through formal gatherings, such as meetings or workshops, as well as through social contacts, such as conversations during meetings or presentations in seminars. Also, it covers academics collaborating in brainstorming sessions to produce ideas, thoughts, and solutions from each other (Ramayah et al., 2014). Furthermore, since this behaviour occurs in more formal settings, superiors and peers can quickly observe and remember it. Based on this, the organisational communication dimension of knowledge-sharing can be considered and rewarded by managers of academic institutions.

Personal Interactions

The personal interactions dimension describes knowledge-sharing behaviour where individuals share information through informal social interactions when interacting personally. This behaviour includes colleagues conversing in the hallway, over lunch, or even online, and assisting other academicians who approach them (Ramayah et al., 2014). The type of knowledge exhibited in this dimension falls under tacit knowledge as the knowledge donated is not codified but occurs naturally during the process of sharing. For this dimension, a person's propensity to share is typically contingent on the quantity and quality of their relationships. Recognising and rewarding knowledge-sharing behaviour can be particularly challenging, as informal social interactions—such as casual conversations during lunch—are often difficult for organisations to monitor and assess.

Communities of Practice

According to Ramayah et al. (2014), knowledge-sharing behaviour under this dimension occurs when knowledge is shared within a community network of academicians communicating around a topic of shared interest in a non-routine and personal manner, as previously described in personal interactions. Communities of practice differ from personal interactions in that knowledge is communicated through person-to-group interactions rather than person-to-person channels. The general expectation of reciprocity underpins knowledge-sharing behaviour under this dimension, frequently referred to as a social exchange relationship-based behaviour.

2.3.4 Issues and Challenges in Knowledge Sharing

Knowledge sharing is fundamental to organisational success, enabling innovation, problem-solving, and competitive advantage, as intimated earlier in the review. However, it is not without its challenges and complexities. This subsection of the literature review delves into the

multifaceted nature of knowledge sharing, exploring the challenges that organisations/institutions face.

The study undertaken by Muqadas et al. (2017) aimed to investigate the problems, trends, and issues associated with information sharing among employees in public sector universities. The data for this study were obtained through interviews conducted with key personnel within the university administration, including the vice-chancellor, registrar, professors, assistant professors, and lecturers. The individuals collectively imparted their information, expertise, experiences, and comprehension of matters pertaining to the knowledge-sharing practices within public institutions. The interviews underwent thematic analysis with the NVivo 11-Plus programme, resulting in the identification of various themes. The findings of the study indicate that the act of hoarding knowledge with the intention of acquiring power, authority, influence, promotion chances, and staff favouritism has a detrimental impact on knowledge-sharing practices. Additionally, the presence of an unsupportive culture and a lack of effective connection between knowledge sharing (KS) and rewards have a detrimental impact on knowledge-sharing practices inside public sector universities. They found that organisational silos can hinder knowledge sharing, as information gets compartmentalized within specific departments or teams. Breaking down these silos and promoting cross-functional collaboration is essential.

Annansingh et al. (2018) examined academics' perception of knowledge-sharing in higher education and delved into several vulnerabilities and risks that hinder the knowledge-sharing process. This study employed a constructivist approach, which utilized focus group discussions within three United Kingdom universities. The survey findings indicated trust and the risk of knowledge leaking are two significant challenges that often loom over knowledge sharing in this environment. Trust is the cornerstone of effective knowledge sharing in higher education. Faculty

members, researchers, and students must trust each other and the institution to create an environment where knowledge can flow freely. When trust is absent, individuals may withhold valuable insights and information, fearing that their contributions and ideas may be misappropriated. Concerning the risk of knowledge leaking in an age where intellectual property and sensitive research findings are highly valued, the risk of knowledge leaking is a legitimate concern. Higher education institutions are often hotbeds of groundbreaking research and innovation. As a result, there is a need to strike a delicate balance between open knowledge sharing and protecting intellectual property. To address the risk of knowledge leaking, institutions must implement robust data security measures and establish clear policies for handling sensitive information. Faculty members and researchers should be educated about the importance of safeguarding intellectual property while still sharing collaborative knowledge (Annansingh et al., 2018).

Additionally, knowledge management is essential across various sectors, including healthcare, where effective knowledge sharing can significantly enhance performance and service delivery. An empirical study by Assem and Pabbi (2016) which focused on the Ghanaian healthcare sector, explored how healthcare professionals engage in knowledge sharing and identified the challenges they encounter. The study, conducted within the Ejisu-Juaben Municipality, utilised a case study approach. Data were gathered through face-to-face interviews with healthcare professionals and analysed using thematic analysis. The findings revealed that healthcare facilities in the study area lack formal knowledge management systems. Consequently, healthcare professionals rely on informal means such as conversations and seminars to share knowledge. Additionally, several challenges were identified as barriers to effective knowledge sharing. These include a lack of trust among colleagues, insufficient technological resources, the absence of organisational policies to

guide knowledge sharing, and fears of being assigned additional responsibilities. Other obstacles included unreliable communication networks, such as mobile and internet services, and cultural factors that hinder open knowledge exchange. This study highlights the need for improved systems and strategies to facilitate knowledge sharing within the healthcare sector in Ghana. Establishing formal knowledge management systems and addressing the identified challenges could significantly enhance the efficiency and effectiveness of healthcare delivery.

The advent of technology has brought both opportunities and challenges to knowledge sharing. The issue of data privacy and security is becoming increasingly critical as organisations handle vast amounts of sensitive information. Adhering to data privacy regulations and ensuring the security of knowledge assets are paramount concerns (Asrar-ul-Haq & Anwar, 2016). Blockchain technology is emerging as a secure and transparent way to manage and share knowledge. Asrar-ul-Haq and Anwar (2016) suggested that blockchain can revolutionize how organisations handle intellectual property and sensitive information. Chong and Besharati (2014) highlight that in the petrochemical industry, cultural differences among employees hinder effective knowledge sharing. Overcoming these barriers requires cultural sensitivity and creating a shared understanding of the value of knowledge sharing.

Zahedi et al.'s (2016) comprehensive examination of the obstacles encountered in the dissemination of information within the context of global software development sheds light on the intricate landscape of knowledge-sharing in a highly dynamic and collaborative field. The article identifies several key challenges that resonate not only in the software development industry but also across various knowledge-intensive domains.

One prominent challenge highlighted in the review is the geographical dispersion of teams and the associated communication barriers. Global software development often involves units distributed across different time zones and locations, making real-time knowledge sharing and collaboration challenging. According to the researchers, this challenge is not unique to software development but reflects the broader difficulties faced by organisations with global operations. Additionally, the review underscores the importance of cultural diversity as both an opportunity and a challenge in knowledge sharing. Diverse teams bring various perspectives and ideas but may encounter misunderstandings or cultural clashes that hinder effective knowledge transfer. The review also emphasises the critical role of technology in knowledge sharing. While technology can facilitate communication and knowledge sharing, it also introduces challenges related to data security. When these challenges are effectively managed, higher education institutions can create an environment conducive to meaningful knowledge sharing and academic advancement.

2.4 Innovative Work Behaviour

In today's fast-paced and ever-evolving commercial landscape, innovative work behaviour (IWB) has emerged as a crucial factor for companies that want to maintain their market share and remain profitable. This suggests that individuals who demonstrate high levels of IWB have a greater likelihood of contributing to the organisation's growth, an increase in productivity, and an improvement in the level of satisfaction experienced by customers. Generally, IWB relates to intentionally introducing, applying, and promoting new ideas, processes, products, and services within an organisation (Janssen, 2000; Lukes & Stephan, 2017). It involves generating, developing, and implementing novel solutions to work-related problems and challenges.

Specific definitions have also been given by different authors in the literature as well. Derin et al. (2022) define innovative work behaviour as the degree to which employees generate and apply new and valuable ideas, processes, products, or services that contribute to organisational success. The authors emphasise the critical role of innovative work behaviour in driving improvements in organisational performance. Johari et al. (2021) described innovative work behaviour among teachers as “the tendency to engage in new and creative teaching practices that improve student learning outcomes.” They identify teamwork, principal support, and humour as factors that positively influence innovative work behaviour in the education sector. From the context of higher education, Atatsi et al. (2022) viewed innovative work behaviour as a product of individual and team learning in technical universities in Ghana. They defined it as “the willingness and ability of employees to generate and implement novel ideas, approaches, or solutions that enhance organisational performance and competitiveness”. Na-Nan and Arunyaphum (2021) defined innovative work behaviour as a result of empowering leadership, work engagement, and knowledge sharing. They define it as “the extent to which employees initiate and implement new ideas, products, or services that align with organisational goals and values and meet the needs of customers”. In presenting an integrative framework for innovative work behaviour in SMEs, Yasir et al. (2023) examined the interrelationship between knowledge sharing, functional flexibility, and psychological empowerment. They defined innovative work behaviour as the deliberate and proactive creation and application of novel ideas, products, or services aimed at enhancing organisational performance and sustaining competitive advantage.

The definitions provided by the researchers indicate that the concept of innovative work behaviour is influenced by several factors within the organisation and tends to ensure firm survival and sustainability. Understanding the factors that promote and hinder IWB can help

organisations create a supportive environment that encourages and rewards innovative behaviour, leading to increased competitiveness and success. In recent years, the importance of social networks and collaboration in promoting IWB has been emphasised. Studies have shown that individuals connected to diverse and supportive networks are more likely to engage in IWB as they can access a broader range of knowledge and resources. Though the literature has suggested several factors influencing innovative work behaviour, the study would focus on the effect of knowledge sharing on innovative work behaviour and the impact of organisational support on the relationship.

2.4.1 Dimensions of Innovative Work Behaviour

Innovative Work Behaviour (IWB) represents a confluence of actions and attitudes that individuals exhibit within the workplace to introduce, apply, and promote novel ideas. The depth of such behaviours has been delineated by Jassen (2000), who posited a tri-dimensional perspective to IWB, segmenting it into idea generation, idea promotion, and idea implementation. Each dimension plays a distinct role in driving innovation within an organisation. This review seeks to delve into these dimensions conceptually, drawing insights from Jassen's seminal work and complementing it with contemporary scholarly perspectives.

Idea Generation

The starting point of any innovative activity is the generation of an idea. Jassen (2000) identifies this as the creative process wherein individuals conceptualise novel and potentially valuable ideas. This dimension is often characterised by divergent thinking, where individuals explore multiple potential solutions to a given challenge. Contemporary scholars have added that idea generation refers to creating new ideas that can bring positive changes, improvements, and solutions to problems (Dahiya & Raghuvanshi, 2022). Before engaging in idea generation,

consideration must be given to the act of monitoring the current state of the corporate environment and gathering data on potential future developments is essential for discovering opportunities for innovation. Consequently, it involves conducting thorough research and analysis to explore and pinpoint these prospects (de Jong & Den Hartog, 2008). It is argued that fostering an environment conducive to free thinking and creativity can significantly augment the quality of ideas generated. Employees need cognitive flexibility and a supportive atmosphere to brainstorm effectively, ensuring that the seeds of innovation are sown right at the inception of the IWB process (Agarwal, 2014; Akram et al.,2020).

Idea Promotion

Moving from ideation to realisation requires championing and advocating the conceived ideas. Idea promotion is where Jassen's (2000) second dimension comes into play. It entails communicating the potential benefits of the concept to stakeholders and gathering support for its realisation. According to Janssen (2000), in order to ensure sufficient support for the development or execution of an idea, it is imperative that the concept is backed by capable sponsors., and this refers to the idea promotion of innovative work behaviour. Contemporary scholars emphasise the significance of this dimension, viewing it as a bridge between creativity and implementation. For example, Farrukh et al. (2023) highlight that the efficacy with which an idea is promoted can determine its fate. This involves not just communicating its merits but also understanding and navigating potential organisational resistances. Idea promotion, hence, is not just about passion for the idea but also strategic negotiation and advocacy, ensuring that it garners the requisite support and resources (Wang, 2021).

Idea Implementation

Dahiya & Raghuvanshi (2022) opined that the most critical part of IWB is the idea implementation. This phase of innovative work behaviour implies the adoption of novel ideas such as innovation. Stated differently, idea implementation entails applying the idea within the organisational context, refining it based on feedback and ensuring it delivers the envisaged benefits (Janssen, 2000). Thus, the idea realisation phase translates the conceived and advocated ideas into tangible outcomes, leading to the creation of new products, services, and job methodologies.

A recent study has posited that individuals possess the capacity to exhibit efficiency in any given interactive whiteboard work or a confluence of tasks, regardless of temporal considerations (Lukes & Stephan, 2017). The complexities of this stage are underscored in recent literature. For instance, Brown and Green (2019) argue that while idea generation might be about creativity, implementation is largely about persistence and resilience. Navigating the intricacies of organisational structures, processes, and potential resistances requires a blend of tenacity and adaptability. Furthermore, Lopez (2021) adds that feedback loops during implementation are crucial, allowing for iterative refinements and ensuring the idea's alignment with organisational goals and market needs.

Interplay of the Dimensions

Though segmented into three distinct dimensions, it's pivotal to recognise the interconnectedness among them. For an idea to transition from inception to realisation, it must seamlessly traverse through these stages, each feeding into the next. This continuous cycle, as emphasised by Kumari & Singla (2023), necessitates a holistic perspective on IWB, viewing it as a dynamic continuum rather than isolated stages. Innovative work behaviour, through its tri-dimensional lens as

proposed by Jassen (2000), offers a comprehensive blueprint to understand the intricacies of innovation in the workplace. The stages of idea generation, promotion, and implementation, though distinct, are deeply interconnected, each playing a pivotal role in the overarching innovation journey. Contemporary scholarship resonates with Jassen's insights, further enriching our understanding of each dimension and emphasising their continued relevance in today's rapidly evolving organisational landscape. The challenge for organisations remains in fostering an environment that not only encourages the generation of novel ideas but also supports their promotion and effective implementation, ensuring a culture of sustained innovation.

2.5 The Concept of Perceived Organisational Support

The concept of Perceived Organisational Support (POS) holds considerable relevance within organisational psychology and management studies. It refers to the extent to which employees believe that their organisation appreciates their efforts and genuinely cares about their well-being (Eisenberger et al., 1986). POS provides employees with a straightforward method for gauging their value to the organisation, which can range from the belief that the organisation holds them in high regard to the opposite extreme of disdain and a desire to get clear of them. It is a subjective belief, shaped by an individual's interactions, experiences, and observations within the workplace. Research indicates that perceived organisational support (POS) entails the initiation of a social exchange process, wherein individuals perceive a sense of obligation to aid the organisation in attaining its goals, thus leading to the receipt of enhanced incentives. According to Biswas and Bhatnagar (2013), the link between an employee and their work and organisation is strengthened when the person holds positive associations. This finding aligns with the principles of social exchange theory. Consequently, employees exhibit reciprocal behaviour towards organisational support through various means, resulting in heightened levels of job satisfaction. According to

Maan et al. (2020), there is an assumption that employees who possess a sense of psychological ownership (POS) tend to exhibit an inherent sense of duty and emotional attachment towards their work and the business. Eisenberger (2002) reported that the composition of perceived organisational support encompasses three dimensions each contributing to employees' overall perception of support:

Supervisor support: This dimension pertains to the support and guidance employees receive from their immediate supervisors. It includes feedback, coaching, and mentorship, and plays a pivotal role in shaping an employee's overall perception of support.

Coworker Support: The relationships and interactions with coworkers are integral to an employee's sense of belonging and support. Coworker support includes collaboration, assistance, and camaraderie among colleagues.

Organisational Policies: The formal policies, benefits, and programs offered by the organisation can significantly influence an employee's perception of support. Examples include healthcare benefits, family leave policies, and professional development opportunities. When evaluating their POS, employees place specific emphasis on organisational practices that are within the organisation's significant discretion, rather than organisational practices that are imposed by external limitations like government rules or market rivalry for employees. According to Eisenberger et al. (2016), the enhancement of perceived organisational support (POS) can be achieved by upper-level managers through the implementation of supportive policies and human resources practices. Conversely, lower-level employees contribute to the improvement of POS by engaging in helpful and considerate acts.

2.5.1 Tactics for Optimizing Perceived Organisational Support

Understanding tactics for optimizing POS is crucial for organisations looking to cultivate a supportive work environment. Some key tactics published in Society for Human Resource Management (SHRM) by Kim et al. (2016) include:

Establish and integrate discretionary workforce services that provide support beyond mandatory obligations, encouraging individuals to go above their minimum responsibilities:

Employees may receive favourable treatment from an organisation in a variety of ways, including acknowledgement for good performance, opportunity for advancement, and job security. Nevertheless, it should be noted that this particular intervention does not consistently have a favourable outcome in terms of positive overall satisfaction. Employees possess an awareness that the benefits derived from the business might be acquired for several motives, some of which may not prioritize the well-being of the employees.

Hence, when employees see favourable treatment linked to voluntary behaviour of the organisation it significantly impacts their view of organisational support. On the other hand, the positive treatment that is linked to the sense of non-discretionary treatment by the organisation has a little effect on the perception of organisational support (POS). When employees perceive that the organisation is compelled to offer salary increments or additional perks due to factors such as a competitive labour market, government rules, or public scrutiny, the impact on their perception of organisational support (POS) will be reduced.

Fairness and Equity

INTEGRI PROCEDAMUS

The implementation of equitable organisational processes and policies has a significant impact on the perception of positive organisational support (POS). This is due to the perception that these procedures and policies are firmly under the organisation's control and are vital to the long-term

well-being of employees (Alonso, et al., 2015). Fairness is a concept that is commonly categorised into three distinct forms by justice researchers (Colquitt, 2001 as cited in Eisenberger et al, 2020): distributive, procedural, and interactional. Distributive justice pertains to the equitable allocation of resources. The concept of procedural justice pertains to the equitable nature of the decision-making procedure utilised to allocate resources. Interactional justice is a commonly recognised construct that may be further categorised into two distinct subtypes: informational justice and interpersonal justice. Informational justice pertains to the extent to which employees are provided with access to relevant knowledge regarding organisational procedures.

On the other hand, interpersonal justice focuses on the level of dignity and respect exhibited towards persons throughout decision-making processes. Hence, employees are more likely to perceive support when they believe they are treated fairly and equitably. Fairness in rewards, promotions, and decision-making processes enhances POS. According to the latest meta-analysis on the topic of POS carried out by Kurtessis et al., (2017), it was shown that procedural justice exhibits the most robust correlation with fairness in the workplace, followed by distributive justice and interactional justice, in that order. These meta-analytic findings are not surprising given that organisations are widely considered as having significant control over the methods involved in resource distribution including rewards and human resource benefits (Eisenberger et al, 2020).

Set achievable goals and reward proportionately

Rewards and recognition that are suitable for acknowledging exceptional performance have a significant impact on enhancing positive organisational behaviour. According to Eisenberger et al. (2016), when firms offer appropriate rewards and recognition for exceptional performance, they cultivate an environment in which employees may anticipate being recognised for their outstanding achievements. This expectation effectively conveys to employees that the

organisation places importance on their contributions, so increasing their motivation to perform at a superior level and subsequently enhancing their perception of organisational support.

Supporting Supervisors

The provision of favourable treatment towards supervisors or managers enhances their treatment of subordinates, resulting in a positive impact on the subordinates' perception of organisational support (POS), commonly referred to as the trickle-down effect. A recent study conducted by Frear et al. (2018) examined the mechanisms by which the supervisor's personal perceived organisational support (POS) is transmitted to provide advantages for subordinates. Supervisors, as the organisation's public face, can boost POS by offering or sharing credit for favourable treatment of subordinates with the organisation. Thus, organisations should train supervisors and managers to publicise the organisation's and their own favourable treatment of employees in order to increase employee POS (Stinglhamber et al, 2015). According to Kurtessis et al. (2017), there exists a favourable association between many perspectives of supportive leadership, including leader-member exchange (LMX), perceived supervisor support, and transformational leadership, and the construct of perceived organisational support (POS). The study revealed that transformational leadership, characterised by the display of concern and care for employees, exhibited a stronger correlation with perceived organisational support (POS) compared to transactional leadership, which primarily focuses on the provision of rewards in exchange for exceptional performance. Subsequently, exhibiting favourable treatment towards supervisors has a positive impact on their perceived organisational support (POS). Notably, this positive effect can afterwards extend to subordinates.

Effective Communication:

Open and transparent communication from leadership can positively impact POS. Regular feedback, clear expectations, and opportunities for voice and input contribute to employees feeling supported (Eisenberger et al., 2002).

2.5.2 Significance of Perceived Organisational Support

Perceived organisational support has gained substantial attention in recent years as organisations recognise its profound implications for employee attitudes, behaviours, and overall organisational success. Many studies have indicated that the perception of support from the organisation had a significant and positive influence on various aspects of employee well-being, including their level of engagement, satisfaction with their employment, commitment to the organisation, organisational citizenship behaviour while impact on turnover intentions is negative (e.g Ahmed et al., 2015; Caesens & Stinglhamber, 2014; Maan et al., 2020; Prysmakova & Lallatin, 2023). An example of a study conducted by Maan et al. (2020) investigated the impact of perceived organisational support on work results. Employment satisfaction emerged as a prominent factor across the various employment outcomes. The researchers utilised the social exchange theory as a framework for their study. They gathered data from a sample of 936 employees employed in diverse manufacturing and service sectors. This was achieved through the administration of self-report survey questionnaires. The researchers adopted a time-lagged cross-sectional design to analyse the data collected. The findings revealed a positive relationship between employees' perceptions of organisational support and their reported levels of job satisfaction. When employees feel valued and supported by their organisation, they are more likely to experience a deeper sense of fulfilment and satisfaction in their roles.

In a related study, Caesens and Stinglhamber (2014) explored the link between perceived organisational support and work engagement. Using a quantitative approach, data were gathered through an online questionnaire administered to employees of two private firms, involving 265 employees and 112 supervisors. The results demonstrated a significant positive association between perceived organisational support and work engagement. Engaged employees tend to be more productive and innovative, and POS contributes to such engagement by fostering a positive work environment that encourages employees to invest time and effort in their responsibilities. According to the findings of Prysmakova and Lallatin (2023), perceived organisational support demonstrates consistent and favourable associations with various outcomes in public-serving environments. These outcomes include commitment, intention to remain with the organisation, motivation, job and task satisfaction, well-being, empowerment, reduced stress, work-family balance, and individual growth. Therefore, it is imperative for organisations to establish policies and initiatives that foster favourable employee perceptions and attitudes towards the organisation, so effectively catering to the needs of both employees and the organisation's financial performance.

2.6 Theoretical Review

2.6.1 Human Capital Theory

The theory of human capital emphasises the positive impact of training and education on the productivity and efficiency of individuals in the workforce. This is achieved through strengthening the cognitive abilities of economically productive individuals, which is influenced by both intrinsic talents and investments made in human development (Becker, 1964; Schultz, 1961). According to Woodhall (1997), advocates of the idea argue that the allocation of resources towards human capital holds comparable, if not greater, significance than that of physical capital.

The Organisation of Economic Cooperation and Development report (OECD, n.d.) asserts that the profound alterations made to both the public and private sectors of the economy in response to globalisation in recent years would have significant and disruptive effects on long-standing values and practices.

The human capital theory places emphasis on the importance of education, and training as essential factors for individuals to engage in the emerging global economy. According to Babalola (2015), the rationale for investing in human capital may be attributed to three considerations. Firstly, it is imperative to provide the succeeding generation with the necessary components of knowledge that have been acquired by preceding generations. It is imperative to educate the younger generation on the utilization of existing knowledge for the purpose of advancing novel products, introducing innovative processes and production methods, as well as enhancing social services. It is crucial to foster an environment that promotes the cultivation of wholly new ideas, products, processes, and procedures through the use of creative approaches.

Choudhary et al. (2020) assert that the study of human capital has undergone significant development since its introduction by Becker (1964) and Schultz (1961) in the field of economics. This research aims to comprehend the decision-making process of individuals as they invest in their own development with the objective of increasing their earning potential. The study of human capital in the field of management first focused on macro-level analysis, specifically examining the relationship between human capital at the firm level and various outputs of the organisation, such as organisational productivity (Choudhary et al., 2020).

Within this particular context, the act of sharing knowledge is deemed a crucial facet of Human Resource Development (HRD), since it has the potential to yield favourable employment results

through the enhancement of employees' competencies and understanding (Park & Kim, 2018). There are several studies which provide evidence to substantiate the correlation between human capital traits, such as knowledge, skills, and ability, and the effectiveness of organisations (Al Khajeh, 2018; Aman-Ullah et al, 2022; Chen et al., 2021; Gupta et al., 2020; Irawan et al., 2019; Turulja & Bajgoric, 2018). This is suggestive that human capital can be used to gain leverage (e.g., Guo & Chen, 2022; Hitka et al., 2019). A study conducted by Aman-Ullah (2022) examined the effects of human capital ability, knowledge, and skills on the performance of organisations within the hospitality industry. The data was obtained by administering survey questionnaires to a sample of 356 managers employed at small and mid-level hotels situated in the four districts of Saudi Arabia. The investigation by Aman-Ullah et al (2022), employed convenience sampling as the sample strategy, whereas the data analysis technique utilized was partial least squares structural equation modelling. The findings of this study reveal a significant positive correlation between human capital capacity, human capital knowledge, human capital skills, and organisational performance.

Similarly, Simić et al. (2020) conducted a study that examined the relationship between human capital and SME performance, with a particular focus on the mediating role of entrepreneurial leadership. The study's sample size comprised 110 people who were working in small and medium-sized firms in Serbia, specifically those with a maximum of 50 employees. A survey instrument was employed to assess the employees' perception of human capital, entrepreneurial leadership, and organisational performance, together with socio-demographic factors. The data were processed and evaluated using the statistical programme IBM SPSS 24.0. The statistical methods utilised in this study encompassed descriptive statistics, reliability analysis, and

regression analysis. Findings from the study demonstrated that human capital impacted on organisational performance through the mediating effect of entrepreneurial leadership.

In the same context, knowledge sharing which enhances the skills, knowledge, experiences and competencies of workers which are attributes of human capital could be considered as one of the potential predictors of innovative work behaviour (IWB). In their research work, Gerken (2016) reported a positive relation between informal learning and innovative work behaviour. Based on the understanding from the human capital theory, Brinckmann et. al. (2019) asserted that human capital is vital for businesses to achieve stabilization in their market standing. Globalisation and improvement in technology have significantly increased competition, forcing businesses to promote their knowledge to ensure their sustainability (Akpan et. al., 2022).

Based on the above explanations and empirical review of earlier studies, the human capital theory provides a justifiable theoretical rationale for predicting a positive significant influence of knowledge sharing on innovative work behaviours.

2.6.2 Organisational Support Theory

Organisational support theory holds that individuals give organisations a sense of humanity by imputing human traits to them, and as a result, they cultivate positive social relationships with organisations that offer support (Eisenberger et al., 2001). Baran et al. (2012) explain that organisational support theory (OST) is grounded in the principles of social exchange and self-enhancement, offering a framework for understanding the relationship between employers and employees. At the core of OST is the concept of perceived organisational support (POS), which refers to the degree to which employees believe their organisation values their contributions and is genuinely concerned about their well-being (Eisenberger et al., 1986; Rhoades & Eisenberger,

2002). According to Rhoades and Eisenberger (2002), employees engage in the development of a positive organisational support system as a result of their socioemotional requirements and the organisation's inclination to recognise and incentivize their heightened efforts.

The theory presented in this context is a theoretical framework that applies the principles of social-exchange theory to the dynamic of the employer-employee relationship. According to the theory of organisational support (OST), employees engage in a reciprocal relationship with their organisation, whereby they contribute effort and commitment in exchange for tangible rewards like compensation and fringe benefits, as well as socio-emotional benefits such as recognition, approval, and support (Baran et al., 2012; Rhoades & Eisenberger, 2002). Rhoades and Eisenberger (2002) conducted an initial review of empirical research pertaining to organisational support theory. Their findings indicate that perceived organisational support encompasses several key concepts, including fairness, the desirability of organisational rewards, and favourable job conditions (such as training opportunities and autonomy). Additionally, supervisor support was identified as another important aspect of perceived organisational support. The researchers additionally noted that the consequences of perceived organisational support (POS) encompass various factors like as commitment, performance, citizenship behaviour, job-related affect, and so forth.

Organisational support theory specifies three significant assumptions that underlie POS and its related outcomes. The first assumption to consider is the reciprocity norm, which suggests that employees who perceive support from their organisation feel a sense of obligation to repay in like. Furthermore, the concept of perceived organisational support (POS) plays a crucial role in meeting individuals' socio-emotional requirements, including the need for recognition, acceptance, and belongingness. This, in turn, contributes to the development of a sense of

organisational belonging and status within one's work, thereby reducing occupational stress and promoting the overall well-being of employees (Rhoades & Eisenberger, 2002). Finally, according to Rhoades and Eisenberger (2002), the concept of POS plays a crucial role in assessing an organisation's preparedness to acknowledge and incentivise the efforts made on its behalf.

Evidence exists in the literature to support organisational support theory's assumptions (e.g., Choi 2006; Eisenberger et al., 2002; Rhoades et al., 2001; Stinglhamber & Vandenberghe, 2003). As an illustration, Choi (2006) discovered that perceived organisational support (POS) exhibited a predictive relationship with assisting behaviours towards coworkers. Similarly, Stinglhamber and Vandenberghe (2003) observed that POS was associated with affective commitment. These are the direct relationships of the primary construct of OST with outcomes. Again, in an earlier review, some researchers mentioned the buffering role of organisational support in the relationship between stressors and strains (e.g., Kurtessis et al., 2017; Rhoades & Eisenberger, 2002).

Consistent with prior research, Jawahar et al. (2007) discovered significant inverse associations between perceived organisational support (POS) and employees' burnout. Additionally, their study revealed that POS acted as a moderator in the relationship between role conflict and emotional exhaustion. Specifically, individuals with low levels of POS exhibited a stronger link between role conflict and emotional exhaustion compared to those with high levels of POS. These findings indicate that perceived organisational support may provide that socio-emotional support, which helps to cushion negative influences of the workplace on workers' wellness. By inference, workers would get more attached to the organisation as being members enables the fulfillment of their socio-emotional needs. The assumption of reciprocation under the Organisational Support Theory (OST) can be further elucidated by considering the notion that employees may exhibit

enhanced performance and engage in behaviours that contribute to organisational improvement once their socio-emotional needs have been fulfilled (Baran et al., 2012).

There are several studies which support the assumption of the Organisational Support Theory. For instance, the study by Le et al. (2023) examined the influence of both work and non-work support on employee well-being, with a focus on how perceived organisational support moderates this relationship. The study employed the quantitative approach, using questionnaire as the data collection instrument. The researchers conducted a comprehensive field study over a span of six months, from 2016 to 2017, with 253 Vietnamese employees working in various companies located in the Southern provinces of Vietnam. The hierarchical regression and the structural equation model were used as the statistical test for analysing the data.

Shehzad et al. (2023) examined the moderating role of perceived organisational support in the relationship between collaborative culture and innovation capability. Drawing on the knowledge-based view, data were gathered from 480 employees working in manufacturing and service firms in Pakistan. The study employed structural equation modelling to test the proposed hypotheses. The findings indicated a positive association between collaborative culture and innovation capability. Furthermore, the results confirmed that perceived organisational support strengthens the influence of collaborative culture on an organisation's capacity for innovation.

Additionally, Alleyne et. al. (2018), demonstrated the moderating role of perceived organisational support. The researchers examined the degree to which perceived organisational support (POS) in audit firms affects the intentions of Barbadian public accountants to report wrongdoing internally and externally. The findings suggest that the intention to engage in internal whistleblowing is significantly affected by five individual factors: attitudes, perceived behavioural

control, independence commitment, personal responsibility for reporting, and personal cost of reporting.

Moreover, the influence of these factors becomes more pronounced when perceived organisational support (POS) is high. In a similar vein, Lartey et al. (2019) examined the moderating effect of POS on the relationship between emotional labour and job attitudes, specifically job satisfaction and organisational commitment. The study adopted a cross-sectional design and involved 342 nurses and midwives from six health facilities in Ghana. The findings revealed that POS significantly moderated the relationship between surface acting and job attitudes. While POS also moderated the link between deep acting and organisational commitment, it did not exert a moderating effect on job satisfaction.

By application of organisational support theory under the current study, it is hypothesised that the relationship between knowledge sharing and innovative work behaviour would be strengthened positively and significantly when employees perceive support from their organisation. This suggests that employees who perceive support are more likely to leverage shared knowledge to engage in innovative behaviours. Conversely, in environments where organisational support is perceived to be low, the potential positive effects of knowledge sharing on innovation may be diminished, as employees feel less motivated to apply shared insights creatively. Theoretically, this framework underscores the importance of OST in understanding the mechanisms that drive employee innovativeness. It highlights how organisational culture and support structures amplify the benefits of interpersonal knowledge exchange. The existing body of literature predominantly views POS as a constructive factor within the organisational context, yielding advantageous outcomes for both individual employees and the overall functioning of organisations (Kurtessis et al., 2017; Caesens & Stinglhamber, 2020; Eisenberger & Stinglhamber, 2011).

2.7 Empirical Review

This section of the study examines and reviews the various empirical literature studies conducted in line with the study's objectives.

2.7.1 Academics' Prevalence of Knowledge Sharing

Several scholars have observed a more limited inclination or readiness among individuals in academia to engage in information sharing for the purpose of attaining collective objectives, in contrast to profit-driven entities (Fullwood & Rowley, 2017). One of the rationales behind this assumption is from the belief that research and publication are typically seen as individual pursuits, as opposed to the collective knowledge sharing practices observed in industries and other organisations. Based on this, Altbach (2015) reported that academic freedom and autonomy are a distinguishing feature ascribed to higher education. These explanations indicate that there is knowledge hiding or hoarding in higher education institutions compared to other corporate environments. However, it has been argued by Fullwood et al. (2013) that there exists a prevailing culture of implicit information-sharing within universities, with academics exhibiting a favourable disposition towards the act of sharing knowledge. Knowledge is a recognised resource in the business environment with positive outcomes like higher output/performance and innovation (Donate & Guadamillas, 2015; Fullwood et al., 2019). In recent times, education has been subject to the pressure of the marketplace because universities and other higher education institutions are recognized as being increasingly exposed to marketplace pressure similar to other businesses (Jahani et al., 2010).

In their study, Javaid et al. (2020) sought to find out the attitude of University of Education (UOE) faculty members toward knowledge sharing. The results of the study indicated that faculty members at the University of Excellence exhibited a favourable attitude towards knowledge

sharing. Given the assumption that attitudes have an impact on behaviour, it can be inferred that the positive attitudes exhibited by faculty members at the University of Excellence (UOE) can serve as an indicator of positive knowledge-sharing (KS) activity. The study's descriptive analysis reported that all 246 respondents also agreed ($M = 4.13$, $SD = 0.74$) with the positive statements asked about their attitude towards knowledge sharing. Jahani et al.'s (2010) findings corroborated with the quantitative research conducted by Al-Husseini and Elbeltagi (2012). The objective of the study was to examine the relationship between knowledge sharing and product and process innovation among six private universities in Iraq, situated in the Middle East. The researchers utilised a self-administered questionnaire, which garnered 230 valid responses. The study results indicated that faculty members have a significantly higher propensity for information acquisition (collecting) than knowledge sharing (donating). The observed behaviours vary across different departments, as academics in a particular department tend to find it more convenient to contribute knowledge due to the staff members' shared values, interests, and beliefs. The authors assert that knowledge donation and collection processes are prerequisites for advancing product and service innovation. Further research is recommended to explore the influence of culture on information-sharing practices in Higher Education Institutions (HEIs) in the Middle East.

Knowledge sharing is reported in the literature as an essential part of academic librarianship, enabling the exchange of expertise and experiences that contribute to professional development and institutional growth in an emerging economy. The study by Awodoyin et al. (2016) which investigated the patterns of knowledge-sharing behaviour among academic librarians in selected academic libraries in Nigeria supported this assertion. Using a descriptive survey research design of the ex-post facto type, the study gathered data from 117 academic librarians through a questionnaire, with all responses being successfully collected and analyzed. The findings reveal

that face-to-face interaction is the most common method used by academic librarians to share knowledge. In addition to in-person discussions, librarians frequently rely on mobile phones, emails, and newsletters as primary channels for exchanging information. Other platforms, including memos, web forums, bulletin boards, and discussion boards, also serve as avenues for knowledge sharing, although they are less frequently used. The study highlights that while librarians engage in various forms of communication to share knowledge, traditional and direct methods remain dominant in the academic library setting. The reliance on face-to-face interactions suggests a preference for immediate and personal knowledge exchange, which allows for clarification, deeper discussions, and better understanding.

A contrary report was presented by Yigzaw (2021) while studying the perception of knowledge sharing in Eritrean higher education institutions. The study was exploratory and adopted a qualitative approach. A semi-structured interview guide was used for the data collection. At the individual level, the study reported that faculty members were reluctant to share knowledge, mainly to academic researchers who do not want to expose their research activities to colleagues until they see the publications. It was mentioned by one of the respondents interviewed that “People are always repulsive. They want to work for themselves, and once published, you can see them on the Internet. But I think it is a problem; the habit is not there.” The study found that this particular attitude exhibited a correlation with emotions of insecurity, a deficiency in trust, and frequently a misinterpretation of the concept of sharing in the context of research. The interviewed participants said that this phenomenon may have arisen as a result of the scarcity of research resources and the pressure for academic advancement linked to the requisite number of publications required for promotion, a rationale shared by a significant percentage of respondents. The issue is also attributed by some to the absence of a comprehensive digital infrastructure that

enables the effective use of available resources across different organisations. In order to mitigate emotions of uneasiness, there is a tendency among individuals to prioritize vertical partnerships with overseas partners over horizontal collaborations.

2.7.2 Knowledge Sharing and Innovative Work Behaviour

To the best of the researcher's knowledge, sparse studies have been conducted on the nexus between knowledge sharing and innovative work behaviour among academics in higher education institutions. However, this sub-section reviews empirical literature on the said nexus that have been conducted across various industries and contexts. Individual innovation plays a crucial role in driving organisational success, particularly in a dynamic and constantly evolving world. Employers increasingly value individuals who can effectively share knowledge and demonstrate self-directed behaviour, as these qualities contribute to achieving organisational objectives.

Several previous studies have demonstrated the beneficial effect of knowledge sharing on employee creativity. For instance, a recent study by Derin et al. (2022) investigated the mediating role of ethical climate in the relationship between knowledge sharing and innovative work behaviour in a Turkish Cement Factory with a sample of four hundred and ninety-five (495) employees. Using the quantitative approach, the study found that knowledge sharing had a significant positive effect on innovative work behaviour and that ethical climate mediated this relationship. The authors suggested that organisations can foster a culture of knowledge sharing and ethical values to promote innovative work behaviour.

Yasir et al. (2023) developed an integrated conceptual framework to explore innovative work behaviour among employees within the context of small and medium-sized enterprises (SMEs). The framework links knowledge sharing, functional flexibility, and psychological empowerment

as key antecedents of innovative behaviour. The study employed a cross-sectional design and surveyed 769 employees working in SMEs in Pakistan. The findings revealed that all three factors positively influenced innovative work behaviour, with psychological empowerment emerging as the most influential. The authors recommended that organisations foster innovative work behaviour by creating environments that support knowledge sharing, encourage functional flexibility, and enhance employees' psychological empowerment.

Na-Nan and Arunyaphum (2021) conducted a cross-sectional design study to examine the mediating effect of work engagement and knowledge sharing in the link between empowering leadership and innovative work behaviour. Questionnaires were administered to a total of 385 engineers in order to evaluate the planned link. The research conducted revealed that there is a noteworthy favourable impact of empowering leadership on work engagement, knowledge sharing, and innovative work behaviour. Furthermore, the study found that work engagement and knowledge sharing partially mediate the relationship between empowering leadership and innovative work behaviour. The authors proposed that organisations can enhance innovative work behaviour by fostering empowering leadership styles and encouraging both work engagement and knowledge sharing among employees. In a related study, Munir and Beh (2019) explored how organisational factors, creative climate, information exchange, and innovative work behaviour contribute to the development of startups. The research utilised a quantitative approach, wherein a total of 352 valid questionnaires were gathered from individuals working in startups, with a specific focus on the services industry in Malaysia. The development of the structural equation aimed to elucidate the intricate interplay among organisational creative atmosphere, information sharing, and inventive work behaviour.

The findings of the study provided support for the third research hypothesis, which posits that information sharing has a major impact on innovative work behaviour (H3). The study's findings indicate that knowledge sharing significantly contributes to the cultivation of individual innovative work behaviour among Malaysian startups. These insights align closely with the present study's conceptual framework, which positions knowledge sharing as a vital driver of innovative work behaviour, particularly within higher education institutions. Similar to the context of startups, academic environments require a culture that supports open communication, creativity, and employee empowerment. The findings by Munir and Beh reinforce the argument that when institutions cultivate an environment that values knowledge exchange and innovation, individuals are more likely to engage in behaviours that contribute to organisational development and performance Phung et al. (2017) provided evidence to support the notion that an individual's ability to transfer and apply information can positively influence their level of innovation. This can manifest in several ways, such as enhanced problem-solving skills and a heightened ability to respond effectively to new and unfamiliar problems.

In Southern Vietnam, the extent to which knowledge sharing plays a crucial role in enhancing employees' ability to think creatively and develop new solutions was explored by Thuan (2020). This study assessed how supervisors' knowledge-sharing behaviour influences the creativity of their subordinates. The research was conducted using paper-based surveys collected from 339 employees working in information technology organisations. A hierarchical regression analysis was applied to test the study's hypotheses. The findings showed that when supervisors actively share knowledge, their subordinates demonstrate higher levels of creativity in their work. The inferences drawn from the study indicate that employees who receive valuable insights, guidance,

and expertise from their supervisors develop a stronger ability to generate and implement innovative ideas.

According to the conceptual model put forth by Mura et al. (2012), there exists a clear correlation between knowledge-sharing behaviours and the innovative behaviour exhibited by employees. This relationship is further influenced by the employees' view of social capital. The study involved the development, grounding, and testing of six hypotheses based on existing research. The participants consisted of 198 personnel from four hospices and palliative care groups that cater to individuals with terminal cancer. The measurement of all constructs was conducted using multiple-item measures that were developed from previous studies in the field. The hypotheses proposed by the authors were examined through the application of apparently unrelated regression (SUR) analysis. Mura et al. (2012) found that knowledge-sharing behaviour (KSB) has a positive effect on the innovative work behaviour (IWB) of those who actively share knowledge, particularly in the promotion and implementation of new ideas. This finding carries important implications, as it underscores the value of cultivating a knowledge-sharing culture within organisations. Encouraging such behaviour not only facilitates the dissemination of ideas but also directly enhances the organisation's capacity for innovation by empowering individuals to engage in creative and solution-oriented activities. Encouraging employees to share their knowledge actively can lead to increased creativity, problem-solving, and the generation of new ideas. As a result, organisations should invest in strategies and platforms that facilitate knowledge sharing, incentivise employees to participate and recognize and reward their contributions. This can lead to a more innovative and competitive organisational environment, driving long-term success.

Shah et al. (2022) conducted a study to examine how innovative work behaviour (IWB) can be fostered through workplace learning among knowledge workers in small and medium-sized

enterprises (SMEs). A purposive sampling strategy was employed to distribute surveys across employees from 173 SMEs, resulting in 311 valid responses for analysis. The data were analysed using Smart-PLS 3. The findings indicate that workplace learning significantly contributes to the development of IWB among employees. Notably, the study emphasised that informal and incidental learning practices exert a stronger influence on IWB than formal learning methods, suggesting the need for SMEs to encourage less structured yet meaningful learning opportunities within the work environment.

Similarly, a study conducted Asurakkody and Kim (2020) among 148 nursing students at a public nursing school in Sri Lanka investigated the connection between knowledge sharing and innovative work behaviour, with a focus on the mediating role of self-leadership. The study employed a cross-sectional descriptive design and found a strong positive relationship between knowledge-sharing behaviour and innovative work behaviour. Furthermore, it found that self-leadership acts as a full mediator in this relationship. These findings highlight the importance of fostering environments that encourage both knowledge sharing and self-leadership to enhance innovation. The study offers valuable insights for healthcare education, demonstrating how the development of knowledge-sharing practices and self-leadership skills can support nursing students in becoming more innovative and better equipped to address future challenges.

Additionally, with the help of 392 employees working in major telecommunication companies in Vietnam Nham et al. (2020) conducted a study to understand the impact of knowledge exchange on innovative capabilities of employees. Adopting the quantitative approach, data collected were analyzed using structural equation modeling (SEM). The findings revealed that knowledge sharing, particularly through knowledge donating and knowledge collecting, significantly enhances employees' ability to think creatively and implement new ideas. Employees who

actively share knowledge by contributing their insights and learning from others develop stronger problem-solving skills, making them more capable of engaging in innovative work behaviour. The study suggests that when individuals engage in continuous knowledge exchange, they expand their understanding, refine their ideas, and contribute to workplace improvements.

In another study in the telecommunication industry, Almulhim (2020) sought to determine if knowledge sharing predicts innovative work behaviour, based on the premise that knowledge sharing equips employees with the competencies needed to develop creative and effective solutions. Adopting a quantitative research approach, the study gathered data through structured questionnaires adapted from prior research conducted within the telecommunications sector in Saudi Arabia. Smart Partial Least Squares (PLS) was employed to analyse the data and examine the relationship between knowledge sharing and innovation in the workplace. The results indicated a positive and statistically significant association between knowledge-sharing practices and innovative work behaviour. Employees who actively exchange knowledge gain new skills, refine their expertise, and enhance their ability to think creatively.

The study again echoed that knowledge sharing increases worker competencies, allowing employees to develop innovative ideas and execute their tasks with greater precision and efficiency. By continuously engaging in knowledge exchange, workers improve their problem-solving skills and contribute to organisational innovation. The study also emphasized that interdepartmental knowledge sharing strengthens the overall creativity and modernization of the workforce. When employees across different units share insights, experiences, and best practices, they create a collaborative environment where new ideas can emerge. This knowledge exchange helps employees adapt to changing business demands and enhances productivity, profitability, and customer satisfaction.

Similarly, Akram et al. (2018) examined how knowledge sharing influences innovative work behaviour in the telecommunication sector of China, focusing on two key dimensions: knowledge donating and knowledge collecting. The descriptive survey design was employed and 200 employees were sampled. Both the correlation and multiple regression techniques were used to analyze the data collected to determine how these knowledge-sharing activities contribute to workplace innovation. The statistical results further support these findings. The correlation analysis showed a strong positive relationship between knowledge collecting and innovative work behaviour, with a higher coefficient than knowledge donating. The multiple regression analysis confirmed that both forms of knowledge sharing significantly contribute to workplace innovation, but knowledge collecting explained a greater portion of the variance in innovative behaviour among employees. This suggests that employees who are more proactive in learning from colleagues, gathering insights, and applying new information are better equipped to introduce creative solutions and improve work processes.

From the energy sector context, Fatemi et al. (2022) explored the role of social capital and gender in moderating the relationship between knowledge sharing and the development of innovative behaviours within organisations. The study focused on the impact of sharing best practices and mistakes as key components of knowledge sharing on the formation of innovative behaviours. The research was conducted in the energy sector, involving a random sample of 310 employees from five well-known companies in Mashhad province, Iran. Data were collected through questionnaires and analysed to uncover the dynamics between knowledge sharing, social capital, and gender in shaping innovative behaviours. The findings demonstrated that knowledge sharing positively influences innovative behaviours. Social capital was found to enhance this relationship, serving as a significant moderator. The study revealed that sharing best practices was more likely

to foster innovative behaviours in women, whereas men were more inclined to exhibit innovative behaviours when sharing their mistakes.

Also, Vandavasi et al. (2020) examined how knowledge exchange within teams contributes to the development of innovative work behaviour in the hospitality industry in Taiwan. The research was conducted using data collected from 64 management teams and 427 individuals across 26 hotels, providing insights into how sharing knowledge influences creativity and innovation in the workplace. The findings revealed that knowledge sharing directly enhances innovative work behaviour. Employees who actively exchange ideas, experiences, and expertise are more likely to generate and implement new solutions. When individuals have access to diverse insights from their colleagues, they are better equipped to develop creative solutions and contribute to the organisation's growth. The study indicated that fostering a culture of knowledge sharing is essential for driving workplace innovation. Organisations that encourage open communication and collaboration create conditions where employees feel empowered to explore new ideas. By prioritizing knowledge exchange, businesses can enhance their employees' ability to think creatively, adapt to changes, and develop innovative strategies, ultimately strengthening their competitive advantage. These findings suggest that companies seeking to enhance innovation should focus on avenues which motivate employees to share knowledge.

There has been a growing interest in exploring this relationship in the Ghanaian context, given the country's increasing emphasis on innovation as a driver of economic growth and development. A study that investigated this relationship in the Ghanaian context is that of Agyapong and Abu (2021), which focused on the role of knowledge sharing in promoting innovative work behaviour among healthcare professionals. The study revealed that knowledge sharing has a positive influence on innovative work behaviour, with tacit knowledge sharing exerting a stronger effect

than explicit knowledge sharing. It also found that psychological empowerment mediates the relationship between knowledge sharing and innovative work behaviour. In a similar study, Adu-Gyamfi et al. (2020) investigated the influence of knowledge sharing on innovative work behaviour among employees in the Ghanaian banking sector. Their findings similarly indicated that knowledge sharing significantly predicted innovative work behaviour, with tacit knowledge sharing showing a greater impact than its explicit counterpart. Additionally, the study highlighted that the effect of knowledge sharing on innovative work behaviour was more pronounced among employees with high levels of self-efficacy and intrinsic motivation.

The work of Ofori et al. (2015) examines knowledge sharing within the mobile telecommunications sector, emphasizing innovation as a byproduct of effective knowledge-sharing practices. They argue that shared knowledge fosters creativity and competitive advantage. However, their emphasis on innovation points to a gap in understanding whether academic institutions, which are inherently knowledge-driven, harness similar benefits through structured sharing mechanisms.

In Ghana, Ansong et al. (2023) explored the relationship between relational leadership and employee creativity, with knowledge-sharing behaviour positioned as a key intervening variable. The study employed a self-administered questionnaire to gather data from 355 hotel employees in Cape Coast and Elmina. To examine the proposed hypotheses, the researchers utilised WarpPLS and Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings revealed that knowledge-sharing behaviour did not have a direct effect on employee creativity. However, it served as a significant mediator in the relationship between relational leadership and innovative work behaviour. This suggests that when leaders actively foster a culture of knowledge exchange, employees become more engaged in idea sharing, which in turn enhances their creative

output. The study concludes that employees are more likely to generate innovative solutions in environments where knowledge sharing is encouraged and supported by leadership. These findings challenge earlier studies (e.g., Nham et al., 2020; Ofori et al., 2015; Phung et al., 2017), which reported a direct and significant link between knowledge-sharing behaviour and employee creativity.

A thorough review of the literature revealed that knowledge sharing plays a vital role in fostering innovation and enhancing overall organisational performance. However, within the context of higher education institutions (HEIs), the link between knowledge sharing and innovative work behaviour remains underexplored. This observation is consistent with the findings of a systematic literature review conducted by Al-Kurdi et al. (2018), who analysed 82 peer-reviewed studies published between 2004 and 2017. Their review highlighted a notable scarcity of research on knowledge sharing within HEIs compared to other sectors. In response to this gap, the present study seeks to examine the relationship between knowledge sharing and innovative work behaviour among academics working in higher education institutions in Ghana.

In terms of methodology, surveys were the most commonly used method, with most studies using a cross-sectional design to collect data from employees in different organisations. Additionally, the studies reviewed provide strong evidence for a positive relationship between knowledge sharing and innovative work behaviour in the other context examined. The studies also suggest that this relationship is mediated or moderated by other factors such as ethical climate, teamwork, leadership, and psychological empowerment. Organisations can promote innovative work behaviour by creating a culture of knowledge sharing, providing opportunities for learning and collaboration, and promoting supportive leadership practices.

2.7.3 The Moderating Role of Perceived Organisational Support

Employees anticipate the best possible rewards from their employer in exchange for their dedication to tasks and organisational objectives, which necessitates investment. Organisations also endeavour to provide their employees with the highest tangible and intangible returns. Therefore, it can be inferred that there is a transaction relationship between the organisation and its employees. Employees perform for the organisation's benefit, and the organisation compensates them for their efforts. According to Ahmed et al. (2014), this notion of reciprocation by an organisation is assessed by the concept of perceived organisational support. Eisenberger et al. (1986) originally conceptualised perceived organisational support (POS) as employees' assessment of how much their organisation values their contributions and is concerned about their well-being. A more recent definition by Erdogan and Enders (2007) describes POS as the extent to which individuals believe that their organisation cares for them, appreciates their input, and offers support when needed.

Akosile and Olatokun (2020) offer an operational conceptualisation of organisational support within the context of knowledge sharing. They define it as employees' subjective evaluation of the extent of encouragement they receive and perceive in relation to sharing solutions to work-related problems. This form of support is fostered through mechanisms such as open communication, opportunities for both face-to-face and electronic knowledge-sharing interactions, and other facilitative organisational practices. In order to cultivate a knowledge-sharing culture within an organisation, it is imperative that management actively supports such initiatives and demonstrates a commitment to the practices associated with knowledge-sharing. It is imperative for management to provide assistance and provide mechanisms to encourage the

adoption of positive behaviours related to information sharing, as emphasised by Kathiravelu et al. (2014).

The attitudes and behaviours of employees inside an organisation are heavily influenced by their experiences. These experiences have the potential to result in good results, such as the perception of support from the organisation. According to Nguyen et al. (2020), supportive organisational environments can foster Sensations of psychological safety that increase willingness to participate fully in job tasks. In such settings, staff members feel secure, dependable, safe, and informed about the implications of their behaviour.

Appelbaum et al. (2019) assert that when employees perceive a high level of organisational support, it tends to foster more positive attitudes towards the organisation. This, in turn, contributes to a more conducive work environment, enhanced job satisfaction, and improved performance outcomes. According to the principle of reciprocity, employees who perceive support in their work environment exhibit behaviours that benefit both their colleagues and themselves. This support leads to enhanced job satisfaction and organisational commitment, resulting in reduced turnover and absenteeism rates, as well as improved employee performance (Bohle et al., 2018; Chiang & Hsieh, 2012; Rhoades & Eisenberger, 2002).

Furthermore, from an interactionist perspective, Woodman and Schoenfeldt (1990) argued that employee innovation is shaped by the interplay of various factors, including social elements such as socio-emotional resources and contextual influences such as managerial approaches. Consequently, the study anticipates that knowledge-sharing behaviours and perceived organisational support will interact to affect innovative work behaviour academics in higher education institutions. Employing the social exchange theory, Maden (2015) opined that those

employees who receive socio-emotional benefits from their employers are more likely to feel obligated to reciprocate with positive attitudes and behaviour. Positive attitudes and behaviours—such as employee creativity—are believed to be closely linked to perceived organisational support, which is viewed as a socio-emotional resource provided by the organisation (Wong et al., 2012).

Prior studies have shown that employees who perceive strong organisational support are more inclined to engage in communication and interaction with others, enabling them to acquire additional information and knowledge, which in turn fosters the generation of creative ideas (Chiang et al., 2015; Tang et al., 2017). For instance, Tang et al. (2017) examined the influence of perceived organisational support on employee creativity, with high-performance work systems (HPWS) acting as a mediating factor. The study involved a sample of 268 employees and their respective managers from two pesticide chemical firms in China. Using linear regression analysis, the findings revealed a significant and positive relationship between perceived organisational support and employee creativity.

The literature has proven the moderating role of organisational support. For instance, Kawai and Mohr (2015) found that perceived organisational support mediated the association between role novelty and job satisfaction among 125 Japanese expatriate managers in Germany. The study's conclusions show that perceived organisational support, which measures how much workers feel their company appreciates their contributions, functions as a moderator. In other words, when employees perceive high levels of organisational support, role novelty's positive or negative effects on job satisfaction are amplified. This highlights the significance of a supportive organisational climate in shaping employees' reactions to changes in their roles, ultimately influencing their job satisfaction levels.

In their study among health professionals, Lartey et al. (2019) reported a significant moderation of perceived organisational support in the relationship between emotional labour and job attitude. The study's effective moderation of perceived organisational support in the relationship between emotional labor and job attitude carries significant implications for both organisations and employees. It suggests that organisations can enhance employee job attitudes, such as job satisfaction and commitment, by fostering a supportive work environment. When employees feel that their organisation recognises and values their emotional labour efforts, they are more likely to experience positive job attitudes. Consequently, organisations should prioritize initiatives that promote perceived organisational support, as it can serve as a buffer against the potential adverse effects of emotional labor and contribute to overall employee well-being and job-related outcomes.

The study conducted by Perrot et al. (2014) aimed to evaluate the impact of organisational socialisation strategies on socialisation results, taking into account the role of perceived organisational support (POS) and proactive personality. The study employed a quantitative methodology and the sample included of 103 trainees from a long-standing blue-collar apprenticeship programme with historical roots in Mediaeval France. The research employed a time-lagged design and administered surveys to apprentices during the initial stages of their work, specifically when they were acquiring skills in carpentry, roofing, and stone cutting. The results of the study indicate that the variable of POS (Perceived Organisational Support) played a major role in moderating the association between socialisation strategies and three key outcomes of socialisation: job learning, work-group norm acquisition, and role innovation.

The study by Morales-Sánchez and Pasamar (2020) examined the relationship between the ability, motivation, and opportunity (AMO) model and organisational citizenship behaviour (OCB), with

perceived organisational support (POS) acting as a moderator. The research was conducted using data from Spanish firms in the finance and hotel industries, sectors that were significantly affected by the financial crisis and could benefit from employees going beyond their formal job roles. This study employed the quantitative research method to test the moderating effect of POS on the relationship between opportunity and OCB. The data was analyzed through structural equation modelling (SEM), allowing the researchers to examine how ability, motivation, and opportunity influence OCB and how POS strengthens this relationship. This method provided robust statistical evidence on the role of organisational support in shaping employee behaviour.

The statistical results indicated that the POS strengthens the positive impact of opportunity on OCB, meaning that when employees feel valued and supported by their organisation, they are more likely to seize opportunities to engage in helpful behaviours. This suggests that organisations aiming to enhance OCB should not only focus on improving employee skills and motivation but also foster a work environment where employees feel genuinely supported. By ensuring that employees feel recognised and valued, organisations can create a culture where going the extra mile becomes a natural and sustainable part of employee behaviour.

In their recent study, Khan et al. (2022) undertook a comprehensive analysis across several studies to examine the impact of abusive supervision and social network service addiction on employee job engagement and innovative work behaviour within the context of IT firms and consulting organisations. The results of Study two indicated that the presence of organisational support mitigated the previously shown positive correlation between abusive supervision and engagement with social network service. Moreover, organisational support strongly influences the relationship between abusive supervision and employee work outcomes, namely employee job engagement and innovative work behaviour.

In South Korea, Choi (2021) investigated the correlation between workplace ostracism and work-to-family conflict (WFC) among female employees, with perceived organisational support (POS) acting as a moderating variable. Based on Organisational Support Theory (OST), the study posited that perceived organisational support (POS) would mitigate the positive correlation between workplace ostracism and work-family conflict (WFC). The rationale was that when employees perceive their organisation as valuing their contributions and caring for their well-being, they are more likely to feel supported and secure, thereby mitigating the impact of workplace stressors on their personal lives. The study employed a survey method, collecting multi-source data from 226 Korean female employees. The data were analysed using multiple regression analysis.

The findings revealed that workplace ostracism is positively associated with work-to-family conflict, meaning that female employees who feel excluded or ignored at work experience higher levels of stress, which negatively affects their personal and family life. The study further shows that POS moderates this relationship, reducing the negative effects of workplace ostracism. Specifically, female employees with low levels of POS experience a stronger link between workplace ostracism and work-to-family conflict, while those with high levels of organisational support are better able to cope with the negative effects of ostracism. This means that even when female employees experience workplace ostracism, strong organisational support helps them cope more effectively, preventing stress from spilling over into their family lives.

Adu et al. (2023) examined the moderating effect of perceived organisational support (POS) on the connection between family-work conflict and career advancement among female officers in the Ghana Revenue Authority – Customs Division. The research employed a quantitative approach and gathered survey data from a cohort of 220 female officers. Data was analysed using

Smart PLS 3.0 and Haye's (2017) PROCESS macro, allowing for an in-depth examination of how organisational support influences career advancement amidst work–family challenges.

The findings indicated that POS moderates the negative impact of family–work conflict on both professional ability development and promotion speed. Female officers who perceived higher levels of organisational support experienced less disruption in their skill enhancement and promotion prospects, despite challenges in balancing work and family responsibilities. The study recommends that organisations implement structured policies and support mechanisms, such as flexible work arrangements, mentorship programs, and family-friendly policies, to enable female employees to advance in their careers while managing their family responsibilities. These interventions can create a more inclusive and supportive work environment, ensuring that career progression is not compromised by work–family challenges. Given the pieces of evidence espoused in the extant literature and organisational support theory, the study formulated its moderated hypotheses accordingly.

2.7.4 Motivating factors which promote Knowledge Sharing

Knowledge sharing is often considered an important discretionary behaviour, similar to organisational citizenship behaviour. However, in the context of today's knowledge-based economy, it is important to explore the factors that influence whether employees choose to share their knowledge. Unlike other discretionary behaviours, knowledge sharing often entails higher costs and risks for employees. According to Lee et al. (2018), sharing specialised knowledge, unique skills, expertise, and information requires individuals to invest significant time and energy. As a result, some employees may refrain from sharing valuable knowledge to maintain their competitive edge within the organisation.

Kim et al. (2015) suggests that promoting knowledge sharing can be particularly difficult unless employees perceive tangible benefits from engaging in such behaviours. For knowledge sharing to flourish, individuals must be motivated to believe that the outcomes outweigh the effort or potential disadvantages. Wang and Noe (2010) emphasised the importance of identifying the factors that enable or encourage knowledge sharing among organisational members, as these factors are critical to fostering a collaborative and innovative work environment. Understanding and addressing these dynamics can help organisations develop strategies that promote effective knowledge sharing while addressing the concerns of employees.

A large body of literature has investigated the factors underlying knowledge sharing behaviour to encourage individuals to participate in the process. These studies are crucial for leaders and their organisations to effectively manage and promote the factors that influence knowledge sharing. By doing so, they can encourage members to willingly share knowledge and improve their job outcomes. This is because acquired knowledge is considered a relevant resource that affords individuals status, power and rewards in organisations and even the society (Bavik et al., 2017). Therefore, sharing knowledge is considered a kind gesture of “donation,” especially in the work setting. Because knowledge sharing helps the teams and organisations by fostering their functioning, deployment of resources, and ultimate survival.

Moreover, Panopto (2018) reported that annual productivity losses associated with knowledge hiding could cost the average American organisation as much as US\$47 million. Consequently, it is crucial to identify and understand the factors that motivate employees to share knowledge and convert that knowledge into organisational capital, thereby contributing to the development of a firm’s competitive advantage (Nguyen et al., 2019). The three significant factors with sub-categories have been stated as influencing knowledge sharing factors: individual/personal,

organisational, and technological. Technological factors have been studied along the lines of technology awareness and perception of technology tools usage (McNeil, 2011; Yigzaw et al., 2019). Sub-groups of individual factors are self-efficacy, attitude, personality, reciprocal benefits etc. Examples of organisational issues include reward systems, leadership, organisational climate, management support, etc. (Akhavan et al., 2015; Al-kurdi, 2018; Fullwood & Rowley, 2017). The following sub-sections provide an empirical review of identified factors which affect knowledge sharing from literature:

Intrinsic Motivation and Intention: The intent to share knowledge is significantly influenced by personal reasons. Hosen et al. (2023) provided further insights by integrating the theory of planned behaviour with perceived trust and organisational climate. Their research reaffirmed that personal intentions, driven by subjective norms and perceived behavioural control, are critical determinants of knowledge sharing among academics. This study complements the findings of Fauzi et al. (2018), who focused on the academic viewpoint of Malaysian Higher Learning Institutions and highlighted the role of individual attitude, subjective norms, and perceived behavioural control in shaping knowledge-sharing intentions.

Chedid et al. (2022), assessed how individual factors influence knowledge-sharing attitudes among professors and researchers in a higher education institution. The researchers collected 176 responses using an online Lime Survey system and employed quantitative methods with descriptive and inferential statistical analysis to identify key factors that affect knowledge-sharing behaviour. The findings revealed that intrinsic motivation has the strongest positive effect on attitudes toward knowledge sharing. Professors and researchers who are self-motivated and engage in knowledge sharing because they find it personally fulfilling are more likely to share their expertise with others.

This suggests that knowledge-sharing behaviour is driven by a sense of autonomy and self-determination, rather than by external pressures or material rewards. The results indicate that when individuals feel personally motivated and see value in sharing knowledge, they are more likely to engage in this behaviour. The study highlights the importance of creating an academic environment where autonomy, intellectual freedom, and professional networks support intrinsic motivation. Higher education institutions looking to promote a culture of knowledge sharing should focus on strengthening internal motivation among professors and researchers, rather than relying solely on external incentives. This research contributes to understanding the role of intrinsic motivation in knowledge sharing and provides insights into how institutions can encourage knowledge exchange within academic settings.

Personal Attitudes and Beliefs: Attitude refers to the degree to which one evaluates the behaviour favourably or unfavourably (Mansor & Saparudin, 2015). According to the theory of planned behaviour, attitude is one of the predictors of an individual's behaviour (Ajzen, 1991). In relating this understanding to knowledge sharing, if an individual has a positive attitude towards it there is a high likelihood of sharing knowledge. Chen et al. (2009) pointed out that an individual's attitude toward knowledge sharing significantly determines their participation. If individuals perceive knowledge as power, they might be reluctant to share, fearing losing control or competitive advantage. Within the Ghanaian context, Fynn et al. (2023) explored the knowledge-sharing practices of student-teachers in Ghana's colleges of education. Their research highlights informal knowledge-sharing networks, where peer-to-peer interaction plays a critical role in learning. The study employed the descriptive research design and engaged a total sample size of 600 student-teachers in the Colleges of education in Ghana. Statistical Package for Social Sciences version 22.0 (SPSS V22) was used to analyze the data. The study revealed that the

majority of the respondents agreed knowledge sharing was done willingly with their mates. It was also discovered that factors such as lack of confidence, low self-esteem, and inadequate peer interaction inhibited knowledge sharing. Similarly, reputation, self-efficacy, interpersonal trust and personality traits were found to be factors that promoted knowledge sharing.

Perceived reciprocal Benefits: Previous studies have demonstrated that individuals engage in information sharing with the expectation that others will reciprocate by fulfilling their future knowledge demands. The concept of perceived mutual advantage as a significant driver of individuals' knowledge contribution aligns with the principles of the social exchange theory. The social exchange theory, as proposed by Blau (1964), provide explanation of human activity by analysing it through the lens of social trade. In their study, Thi Chung and Thi Tram Anh (2022) posited and subsequently validated the hypothesis that knowledge workers who hold the idea that their future knowledge requirements will be fulfilled by others in exchange for the knowledge they offer are more inclined to engage in knowledge-sharing behaviour. Similarly, the empirical research by Moghavvemi et al. (2017) explored how different factors influence students' willingness to exchange knowledge online. The research was conducted using structural equation modeling to analyse data collected from 170 undergraduate university students who participated in knowledge-sharing activities on Facebook. The findings revealed that perceived reciprocal benefits have a significant impact on knowledge-sharing behaviour among students. When students believe that sharing knowledge will result in mutual benefits, such as receiving helpful information in return, they are more likely to contribute. This sense of reciprocity encourages students to engage in discussions, offer explanations, and assist their peers, knowing that they too will gain valuable insights and support from others. This reinforces the idea that knowledge sharing is a two-way process, where individuals are more willing to contribute when they feel

that others will also share useful information with them. These findings suggest that educators and institutions looking to foster a collaborative learning environment should emphasize the benefits of reciprocal knowledge sharing. By creating an atmosphere where students feel that their contributions are valued and that they will receive helpful knowledge in return, educators can enhance engagement in online learning communities.

Level of Expertise/Self-Efficacy and Knowledge Sharing

Self-efficacy, or an individual's belief in their ability to succeed, plays a crucial role in motivating employees to share knowledge. Employees with high self-efficacy feel confident in their expertise and are more willing to contribute ideas, insights, and experiences to others. They perceive knowledge sharing as an opportunity to reinforce their competence and gain recognition. Additionally, self-efficacy reduces fear of criticism, encouraging open discussions and collaboration. When employees believe they can effectively communicate their knowledge, they are more proactive in mentoring colleagues, participating in discussions, and contributing to a culture of continuous learning and innovation within the organisation.

Fullwood et al. (2019) and Akosile & Olatokun (2020) argued that the depth of an individual's expertise and competence in a particular domain could influence their knowledge-sharing behaviours. Those with higher expertise might share more, as they are confident in their knowledge and its potential value to others. In their study titled "Exploring the Factors that Influence Knowledge Sharing between Academics," Fullwood et al. (2019) employed a qualitative research approach by interviewing 12 academics in the United Kingdom. According to the researchers' findings, individuals with limited aptitude for acquiring knowledge demonstrate a greater inclination to retain it. Specifically, those who possess lower levels of academic competence exhibit a heightened tendency to cling unto the knowledge they have

diligently pursued. Consequently, individuals within academic circles who are characterised by a deficiency in self-efficacy are inclined to exhibit a reduced propensity to disseminate their expertise. Jolaei et al. (2014) conducted a study to examine the factors that influence knowledge-sharing among academic staff at Malaysian universities, providing support for the argument.

Drawing upon the theory of reasoned action (TRA) as the foundational research framework and employing a quantitative research methodology, the study's results pertaining to their secondary research objective revealed a significant impact of self-efficacy on attitudes towards the act of information sharing. Mustika et al. (2022) also tested the determining factors of knowledge-sharing behaviour in Indonesia. The study analysed and obtained empirical evidence of the influence of knowledge self-efficacy and enjoyment in helping knowledge-sharing behaviour among 297 middle managers. The study utilised a quantitative research approach with an explanatory design, aiming to investigate the causal link between variables. Data were collected through a survey instrument and analysed using Structural Equation Modelling (SEM) with the aid of the Analysis of Moment Structure (AMOS) software. The findings revealed a significant and positive relationship between knowledge-sharing self-efficacy, the satisfaction derived from helping others, and the intention to share knowledge. Additionally, knowledge-sharing self-efficacy, intrinsic motivation to assist others, and the voluntary decision to share knowledge were all found to exert a meaningful and positive influence on individuals' knowledge-sharing behaviour.

According to Mustika et al. (2022), several other studies in literature support the finding that knowledge sharing self-efficacy has a positive effect on knowledge sharing behaviour (e. g., Nguyen & Malik, 2020; Pan & Zhang, 2018). Javaid et al. (2020) echoed similar sentiments in their investigation of university teachers in Pakistan. They highlighted the importance of personal

factors like self-efficacy and perceived value of knowledge, which can determine the attitude of academics towards knowledge sharing. Nguyen and Malik (2020) investigated the influence of self-efficacy on online knowledge-sharing behaviour within both public and private sector organisations. The study adopted a quantitative research approach and collected data from 200 participants across various organisations. Using Partial Least Squares (PLS) analysis with the aid of SmartPLS 3 software, the study examined the effects of self-efficacy and rewards on knowledge-sharing behaviour, as well as the moderating role of organisational innovation.

The findings revealed that self-efficacy has a strong and direct influence on online knowledge-sharing behaviour, irrespective of whether the organisation operates in the public or private sector. Employees who are confident in their ability to contribute valuable knowledge and navigate digital platforms effectively are more inclined to participate in knowledge-sharing activities. This suggests that individuals who perceive themselves as competent in using online systems and trust in their own expertise are more willing to share knowledge with their colleagues. The study highlights that self-efficacy is an essential factor in promoting a knowledge-sharing culture within organisations. Employees with high self-efficacy are not only more active in online discussions but also contribute to the overall knowledge base of their organisation. This reinforces the idea that improving employees' confidence in their knowledge and digital skills can enhance knowledge-sharing behaviour. Simply implementing technological systems for knowledge sharing is not enough—organisations must also focus on building employees' confidence in their ability to use these platforms effectively.

Trust and Knowledge Sharing

Trust is conceptualized as a “consent to being vulnerable with another individual in the belief that the other person is reliable” (Zand, 1997). As discussed by Rahman et al. (2015), one key

determinant of knowledge sharing is the role of trust. Their research, conducted among the staff of higher learning institutions, emphasized that higher levels of trust within an organisation promote more open and free-flowing knowledge exchange. This finding resonates with Goh and Sandhu (2013), who emphasized the positive influence of affective commitment and trust in facilitating knowledge sharing among Malaysian academics. Tangaraja et al. (2015) highlighted that organisations emphasizing trust and collaboration foster environments conducive to free knowledge sharing.

A relatively recent study titled “Academics’ Perception of Knowledge Sharing in Higher Education” was undertaken by Annansingh et al. (2018). The study employed a constructivist methodology, including focus group talks as a means of data collection across three universities in the United Kingdom. The study emphasised that knowledge sharing (KS) in academia facilitates the development of practices inside the institution that enable individuals to gather and disseminate their expertise. However, it is important to acknowledge that this sharing process is not devoid of consequences. The information-sharing process may be hindered due to the exposure of vulnerabilities and dangers to both the knowledge sharer and recipient. Therefore, a climate of trust is a relevant for encouraging knowledge sharing of academics in these institutions.

More so, literature has reported that an organisational climate of trustworthiness encourages members’ knowledge-sharing behaviour (Thi Chung & Thi Tram Anh, 2022; Nguyen et al., 2019; Jolae et al., 2014). In a recent study conducted by Thi Chung and Thi Tram Anh (2022), an investigation was carried out to explore the many elements that either facilitate or hinder the propensity of knowledge-sharing behaviour among academic personnel within Vietnamese higher education establishments. The data was gathered from a sample of 203 academic staff members employed at a public institution in Vietnam. Pearson's correlation and multiple regression

analyses were employed to examine the collected data. The findings of the study revealed a strong and positive correlation between the organisational climate characterised by trust and support and the act of sharing knowledge.

Al-Kurdi et al. (2018) provided a comprehensive overview of knowledge sharing within higher education institutions. Their systematic review noted that organisational culture of collaboration and mutual respect, with support from leadership, can foster an environment conducive to knowledge sharing. It has been reported that an academic background of trust plays a vital role in enhancing the knowledge-sharing attitude of faculty members in Pakistan (Javaid et al, 2020). The researchers revealed in their estimated regression model trust significantly influences knowledge sharing: $[F(3,242) = 16.532 \text{ at } p < 0.01]$, with R^2 of 0.170.

Ahmed et al. (2016) examined the correlation between information sharing and employee creativity, emphasising the processes by which knowledge sharing fosters creativity in businesses. The study sought to fill a vacuum in the current literature by investigating how various dimensions of knowledge sharing, particularly knowledge donation and knowledge gathering, enhance creativity among employees. The research also explored the role of collaborative culture in supporting these processes. A quantitative research approach was employed, using a cross-sectional survey method to collect data through a self-administered questionnaire. Responses were gathered from 189 managers working in 87 business organisations listed on the Lahore Stock Exchange in Pakistan.

The data were analysed using confirmatory factor analysis and structural equation modelling, which revealed significant and positive effects of trust, teamwork, and empowerment—key elements of a collaborative culture—on knowledge donation and knowledge collection. The

findings by Ahmed et al. (2016) contribute to the growing understanding of how collaborative organisational cultures can enhance creativity through effective knowledge-sharing practices. By highlighting the interplay between trust, teamwork, empowerment, and knowledge sharing, the study underscores the importance of fostering collaborative environments to drive innovation and creativity within organisations.

Kmiecik (2021) emphasised the pivotal significance of trust in shaping employees' knowledge-sharing behaviour. The research examined the influence of two types of trust—vertical trust (between employees and supervisors) and horizontal trust (among peers)—on knowledge sharing within a substantial Polish capital group. The study using Partial Least Squares Path Modelling to assess data from 252 participants, investigating the links among trust, information sharing, and innovative work conduct. The results indicated that both vertical and horizontal trust positively influence knowledge-sharing behaviour. Employees who trust their supervisors (vertical trust) and colleagues (horizontal trust) are more likely to donate knowledge by sharing ideas and insights, as well as collect knowledge by learning from others. This means that when employees feel confident that their shared knowledge will be valued and not misused, they are more open to exchanging information within the organisation.

The study highlights that while both forms of trust encourage knowledge sharing, there are differences in how knowledge is shared. Employees who have higher levels of trust are more willing to actively donate knowledge, offering their experiences and expertise to others. Additionally, trust creates an environment where employees feel safe to seek and collect knowledge from their peers and supervisors without fear of negative consequences. These findings suggest that organisations should focus on building trust among employees and between employees and leadership to strengthen knowledge-sharing behaviour. When trust is high,

employees are more likely to engage in open communication, which enhances the overall knowledge flow within an organisation. This study reinforces the idea that trust is a crucial factor in knowledge management and plays a key role in fostering a culture of collaboration.

Similarly, Ouakouak and Ouedraogo (2019) analysed the important role of trust in encouraging employees to share knowledge within organisations. The study examined how different types of trust influence knowledge-sharing behaviour among employees working in Canadian organisations. The study employed a quantitative methodology, gathering data from 307 employees. The results indicated that professional trust positively influences information sharing. Employees who trust in the competence and expertise of their colleagues are more willing to exchange knowledge and information. When employees feel confident that their coworkers are knowledgeable and reliable, they are more open to sharing their own experiences and learning from others.

In contrast, personal trust, which refers to interpersonal relationships based on emotional connections, was not found to significantly influence knowledge sharing. This suggests that while personal relationships are important in the workplace, they do not necessarily determine whether employees will share knowledge. The study highlights that building a professional work environment where employees trust each other's skills and expertise is key to fostering a culture of knowledge sharing. Organisations that encourage professional trust among employees create an atmosphere where knowledge flows more freely, benefiting both individual employees and the organisation as a whole. These findings emphasize the need for leaders and managers to focus on strengthening professional trust rather than relying solely on personal relationships to improve knowledge-sharing practices.

Leadership and Knowledge Sharing

Thi Chung & Thi Tram Anh (2022) emphasized that leadership's attitude towards knowledge sharing profoundly impacts its adoption among employees in institutions like higher education. Leaders who champion and model knowledge-sharing behaviours can catalyze similar behaviours throughout the organisation. The findings of their study highlight the vital role that leaders play in fostering knowledge sharing in the workplace. Bavik et al. (2017) conducted a study that explored the relationship between ethical leadership, employee information sharing, and the mediating effects of controlled incentives for knowledge sharing and moral identity. The study drew upon social learning and self-determination theories as theoretical frameworks. The researchers conducted a field study with three hundred and thirty-seven (337) full-time employees in Hong Kong. The multi-level structural equation modeling (Mplus 7.70) was employed using a quantitative approach to test the study hypotheses.

The results supported the role of ethical leadership in promoting employees' knowledge-sharing actions at work. Bavik (2017) posits that ethical leaders can offer their subordinates both the means and the impetus to engage in knowledge sharing. Ethical leaders contribute to the alleviation of physical barriers that hinder the sharing of resources among employees by implementing policies and systems that prioritise morality. These include the establishment of an ethics code, guidelines for ethical decision-making, an open two-way communication system, and a just reward system. Furthermore, ethical leaders effectively exemplify the principles and norms of their organisations by serving as role models for normatively appropriate behaviour. This includes demonstrating qualities such as trustworthiness, friendliness, attentiveness to the needs of others, and fairness.

Similarly, Boateng et al. (2016) explore how transformational leadership and communal organisational culture influence knowledge sharing in Ghanaian industries. They note that leaders who inspire and align teams toward shared goals create a conducive atmosphere for exchanging knowledge. This observation is relevant to higher education, where leadership often shapes the institutional culture. Boateng and Agyemang (2016) provide an insightful analysis of key enablers of knowledge sharing within a public sector institution in Ghana. They identify trust, communication, and a supportive organisational culture as significant factors. These elements foster an environment where individuals feel encouraged to share their expertise without fear of judgment or misuse. While their study focuses on public institutions, it raises questions about the extent to which similar dynamics exist in Ghanaian higher education institutions, where competitive individualism may hinder such openness.

In their study, Fullwood and Rowley (2017) conducted a quantitative investigation to examine the various factors that influence information sharing among academics in the United Kingdom. Data from a questionnaire were collected from a sample of 367 individuals who identified as academics, with the purpose of investigating their attitudes towards knowledge sharing. The research utilised a two-stage structural model in order to assess and examine the postulated links. The results of the study indicated that leadership exerted the greatest influence on the overall organisational culture, specifically in relation to the knowledge-sharing practises exhibited by academics.

In their study, Al-Kurdi (2020) examined the impact of organisational climate, as measured by corporate leadership and trust, on the knowledge sharing behaviour of academics at higher education institutions. The study employed the Partial Least Square (PLS) approach, which utilised variance-based Structural Equation Modelling (SEM). The findings derived from a survey

conducted among 257 academics across several universities in the Gulf Cooperation Council and the United Kingdom revealed a significant impact of organisational climate on the knowledge sharing practises of academics. The conclusion drawn from the findings suggests that in order to comprehend and promote academics' knowledge-sharing behaviour within the setting of Higher Education Institutions (HEIs), it is imperative to take into account the various organisational factors and their interconnections.

Rewards System and Knowledge Sharing

The rewards system, historically implemented to motivate and stimulate desired behaviours among employees, has received considerable attention as an organisational factor influencing knowledge-sharing behaviour. The concept of a rewards system typically encompasses both tangible (monetary bonuses, promotions, and other financial incentives) and intangible (recognition, respect, and status) benefits that employees receive as a result of exhibiting specific behaviours or achieving particular outcomes (Ahuja, 2020). Nguyen et al. (2022) emphasised that intrinsic and extrinsic motivational factors like rewards (extrinsic motivation) and intrinsic satisfaction from helping others, play pivotal roles in enhancing knowledge-sharing behaviours.

According to Lai & Chen (2014), enjoyment in helping others (i.e., intrinsic motivation) pertains to the behaviour that reflects the perceived joy derived from assisting others in knowledge sharing. Enjoyment in helping others as a behaviour is momentous for businesses because the employees have the aspiration to enhance the well-being of individuals beyond themselves which is the core of altruism (Mustika, et al, 2022). Jolaei et al. (2014) arguing from motivation and intentions, noted that academics are more inclined to share knowledge when they perceive benefits like gaining a reputation or achieving personal growth. For this purpose, reward systems are both tangible and intangible benefits instituted by an institution to encourage employee

knowledge-sharing behaviours and the innate desire of employees to make their knowledge available to others (intrinsic motivation). The role of reward systems in influencing knowledge-sharing behaviour has been extensively studied across diverse contexts and with varied methodologies. The intricate relationship between these two elements speaks to the broader organisational dynamics, emphasizing the necessity of understanding the underpinnings that facilitate knowledge sharing.

Fullwood and Rowley (2017) reported in their study, which purported to construct and investigate relationships between knowledge-sharing factors, attitude, and the intention to share of UK academics. The study employed a quantitative approach and reported that belief in the possibility of rewards was a highly significant factor in knowledge-sharing behaviours among UK academics. Ahuja (2020) delved deep into the education sector to study how rewards impacted knowledge sharing. Utilizing a research design that incorporated a quantitative approach, Ahuja garnered responses from two hundred (200) faculty members from the selected Management Institutes in India. Questionnaires were used to collect data, and Pearson correlation and regression methods were applied to analyse the hypothesized relationships. The findings underscored the significance of monetary rewards and positive feedback in promoting a culture where educators willingly share knowledge.

Furthermore, Mansor and Saparudin (2015) investigated the motivational factors for academicians in private universities. This study utilised the Theory of Planned Behaviour (TPB) as a framework to elucidate the factors influencing knowledge-sharing behaviour among academic personnel in specifically chosen private Higher Education Institutions (HEIs) in Malaysia. The study's questionnaire was answered by a total of 110 individuals, constituting the sample size. The findings of the study indicate the presence of knowledge-sharing behaviour

among academic staff, which is influenced by several motivational reasons. These elements include extrinsic ones such as organisational rewards and reciprocal advantages, as well as intrinsic factors such as the happiness derived from assisting others. Their study concluded that academic institutions with supportive management and adequate recognition and rewards for knowledge-sharing endeavours observed higher participation in the knowledge-sharing activities.

Similarly, previous studies have established a significant correlation between knowledge-sharing behaviour and reward systems (Yohannes & Khan, 2015; Roth, 2016). An exploration of the role of reward in knowledge sharing among academics from a developing country context (Iran) was carried out by Jahani et al. (2010). The research employed a quantitative approach, utilising a convenience sampling method to collect data. The researchers had difficulties in obtaining a list from the institution, thus necessitating the use of convenience sampling. A total of 126 academics participated in the study by completing questionnaires, which were given in both hard copy and soft copy formats via email. The data was collected using a structured questionnaire. The inquiries were modified from validated measures employed by previous researchers. Intrinsic motivation was a strong influencer of knowledge sharing among lecturers in Iran. The study concluded that most of the employees are intrinsically motivated and prefer 'soft' incentives like acknowledgment over salary increases. Many researchers and professionals highlight the role of rewards in knowledge-sharing, however, its usage must be done cautiously.

Muqadas et al. (2017) conducted an exploratory study that examined the problems faced by knowledge sharing (KS) at public sector universities in developing countries. The findings of the study indicated that a weak connection between KS and rewards has a detrimental impact on the implementation of KS practises in these universities. Therefore, the study's findings highlighted

the importance of implementing an appropriate incentive structure and recognising individuals' expectations towards knowledge-sharing.

Dasí et al. (2017) emphasised that the ability of multinational corporations (MNCs) to apply knowledge on a global scale is essential to their continued existence and competitiveness. Their study, which utilised a dataset comprising over 4,000 individual responses from Telenor, an MNC, examined the factors driving knowledge sharing among individuals. The research focused on three key drivers of knowledge sharing: individual motivation, perceptions of organisational values, and organisational work practices. These factors were analysed to determine their differing impacts within business units and across business units.

The findings revealed distinct patterns in the drivers of knowledge sharing depending on the context. Within business units, intrinsic motivation, innovative organisational values, and job autonomy were found to be significant factors influencing knowledge sharing. Conversely, when knowledge sharing occurred across business units, extrinsic motivation, result-oriented values, and participation in corporate employee development initiatives were more influential. This distinction highlights the need for MNCs to tailor their strategies for fostering knowledge sharing based on the organisational context, ensuring that both internal and inter-unit collaboration are effectively supported. The study underscores the complexity of knowledge sharing in global organisations and the importance of aligning motivational and organisational factors to promote knowledge exchange.

The study by Rohim and Budhiasa (2019), examined how financial rewards impact knowledge sharing within the Ternate Municipal Government in Indonesia. The researchers employed a survey-based research design to collect data from public sector agencies responsible for providing

services to the public. The study focused on officials within regional apparatus organisations, including heads of agencies, secretaries, and division heads. The findings indicated that financial rewards, such as employee performance allowances, significantly encourage employees to share knowledge. Employees are more likely to exchange information when they receive direct economic benefits as recognition for their contributions. However, the effectiveness of financial incentives varies depending on the cultural environment within the organisation.

The study also revealed that in organisations where teamwork and a sense of belonging are emphasized, financial rewards enhance knowledge sharing. Employees in such environments are more inclined to exchange ideas and information when monetary incentives are provided. Conversely, in organisations with rigid structures and strict regulations, financial rewards do not have the same positive effect. Instead, such structures can create barriers that discourage employees from sharing knowledge, even when incentives are available. The willingness of employees to share knowledge depends not only on the availability of rewards but also on the broader organisational environment. Simply offering financial incentives is not sufficient to ensure knowledge-sharing behaviour. Thus, the study recommended that organisations must create supportive conditions where rewards are effectively linked to knowledge-sharing efforts to maximize their impact.

Wang et al., (2022), have contributed to the literature on the influencing role of organisational rewards on knowledge-sharing behaviour in virtual communities. The researchers developed an integrated framework based on knowledge-sharing theories to understand how rewards influence knowledge exchange in a virtual setting. Data was collected through an online survey of 429 virtual community users across four different online communities. The study used hierarchical regression analysis to test the proposed research model. The findings reveal that virtual rewards

have a positive linear relationship with explicit knowledge sharing. This means that when users receive virtual rewards such as recognition or incentives, they are more likely to share explicit knowledge, which includes clearly defined and easily transferable information like facts, instructions, or best practices.

However, when it comes to tacit knowledge sharing, which involves personal insights, experiences, and deep understanding that is harder to express, the study found a different pattern. Virtual rewards show an inverse U-shaped relationship with tacit knowledge sharing, meaning that while some level of rewards can encourage tacit knowledge sharing, too many rewards may have the opposite effect. Excessive rewards may make users focus more on earning incentives rather than genuinely contributing valuable knowledge, ultimately reducing their willingness to share deeper insights. The study also emphasized the role of intrinsic motivation in knowledge sharing. These findings suggest that while rewards can be effective in encouraging explicit knowledge sharing, organisations must be careful when designing incentive systems for tacit knowledge exchange. Too many rewards can shift the focus away from genuine knowledge contribution. Instead, organisations should balance rewards with efforts to enhance intrinsic motivation, ensuring that knowledge sharing remains meaningful and sustainable within virtual communities.

Technological Factors

With the advent of the Internet, many collaborative tools, including communication and content-sharing software, have made it possible for people in different locations to work together and exchange knowledge. This has become a common practice in many organisations today. Thus, technology plays a key role in the knowledge-sharing process by making communication and collaboration among employees easier and more effective. Though technological factors have

been identified as one of the major influencing factors of knowledge sharing, fewer number studies have touched upon the role of technology in facilitating knowledge exchange within academic environments. In their review, Al-Kurdi et al. (2018) touched upon technological platforms that foster collaborative work and provide seamless access to information repositories, thereby promoting a culture of sharing.

Availability of Technological Tools: The presence of advanced technological platforms can significantly simplify the process of knowledge sharing. According to Seba et al. (2012), the availability of an information technology infrastructure that facilitates communication and the exchange of knowledge is a technological variable. Chen et al. (2009) indicated that virtual learning communities equipped with advanced tools and platforms empower participants to share and acquire knowledge efficiently. Corroborating the assertion made by Seba et al. (2012), Mallmann et al. (2018) studied how the use of shadow IT impacts knowledge sharing among employees who rely on technology at work. Using a qualitative and exploratory approach, they conducted interviews with 10 individuals from different companies. The participants were selected based on specific criteria: they needed to have a formal job, use IT in their roles, and rely on shadow IT to complete their tasks. The study highlighted that many shadow IT tools employees use are collaborative platforms, such as communication and file-sharing solutions like Skype and Google Drive. The findings revealed that shadow IT supports faster communication and simplifies content sharing among colleagues. As a result, it was concluded that shadow IT positively influences knowledge sharing by enhancing communication, collaboration, and the flow of information within organisations. This suggests that technology-based systems that enable quick and efficient knowledge exchange encourage employees to share their insights and ideas more readily.

Further, the study by Islam et al. (2015) examined how organisational factors, including technology infrastructure, impact knowledge sharing among managerial staff in multinational corporations based in Malaysia. The research was conducted using a quantitative approach, with data collected from 90 managerial staff. The study explored how technology infrastructure moderates the relationship between organisational culture, structure, and knowledge sharing. The findings revealed that technology infrastructure enhances knowledge-sharing processes by providing employees with digital tools and platforms that facilitate the exchange of information. When organisations invest in strong technological systems, such as databases, collaborative platforms, and communication tools, employees are more likely to share knowledge effectively. By inference, employees are more likely to engage in knowledge-sharing activities when they have access to well-integrated technology that supports easy communication and information retrieval. The study highlights that a well-developed technology infrastructure creates an environment where knowledge can flow seamlessly across different levels of the organisation. Multinational corporations that prioritize the use of advanced digital tools enable their employees to share expertise and insights more efficiently. By doing so, companies can foster a knowledge-sharing culture that enhances overall performance and innovation

User-Friendliness: According to Thi Chung and Thi Tram Anh (2022), readily available and user-friendly tools and technologies are anticipated to positively impact knowledge-sharing behaviour. Hence, knowledge-sharing tools that are intuitive, simple to navigate, and require minimal training are more likely to be adopted. Hoseini et al. (2019), developed a model to examine the factors influencing knowledge-sharing behaviour in mobile social networks (MSNs). The researchers used a quantitative survey approach, collecting data through questionnaires created on Google Forms. The survey link was shared among various Iranian groups and channels on the

Telegram app. A sample of 161 users from popular MSNs participated in the study. The data were analysed using structural equation modelling and path analysis. The findings highlighted that trust and the enjoyment of participating significantly contribute to knowledge-sharing behaviour in MSNs. However, the study found no meaningful relationship between the perceived ease of use of these networks and knowledge-sharing behaviour

Security and Privacy: As highlighted by Shuang et al. (2015), the assurance of security and privacy when sharing sensitive or proprietary knowledge is essential. Especially in sectors like SMEs, where proprietary knowledge might offer a competitive advantage, the security of knowledge-sharing platforms becomes paramount. In the agricultural sector, Kommei and Fombad (2024) provide an intriguing perspective, discussing knowledge-sharing technologies among rice farmers in Ghana's Eastern Region. This study examined the technologies utilized for knowledge sharing among rice farmers in Ghana's Eastern Region and explored strategies to improve their application in enhancing rice farming practices. The research adopted a pragmatic paradigm, employing a concurrent triangulation mixed-method design. Data were collected from 101 survey participants and nine interviewees, including rice farmers, farm managers, and agricultural extension officers. The findings indicate a basic level of technological usage for knowledge sharing, with WhatsApp emerging as the most commonly used social media platform, while others such as Twitter, Facebook, LinkedIn, Imo, and Instagram were less frequently utilized. Additionally, the study stresses the role of training, motivation, and personal experiences in shaping farmers' technological proficiency. Their findings highlight the role of technological tools in facilitating knowledge exchange, especially in resource-constrained settings.

According to Fullwood et al. (2019), technology can serve as a vital medium for the dissemination of knowledge. Nevertheless, a significant discourse exists regarding the extent to which

communication channels facilitated by information and communication technology (ICT) are unable to effectively support the depth of engagement required for meaningful knowledge sharing due to the lack of social cues (Hislop, 2013). In their qualitative study of 12 academics from universities in the United Kingdom, Fullwood et al. (2019) gave an account of the role of technology in influencing knowledge sharing. Through the interview, the respondents assented to the existence of the Virtual Learning Environments (VLEs), which were either Moodle or Blackboard and did not criticize its functionality. Likewise, recommendations for enhancing the software were not put forth. Conversely, it was perceived that they did not contribute to the facilitation of knowledge dissemination among the faculty members. The following are views shared by interviewees to confirm the theme that technology is not influential in knowledge sharing: *“Moodle, VLE, and what have you, I think it has a lot of potential for sharing knowledge, but it probably comes back to the culture of the place, and it doesn’t seem to be used particularly for that end. (Int7). It seems such a shame that Moodle is used as a repository, but a set of lecture notes on it as well”, that’s not what an online learning environment is supposed to be like. (Int3)”*.

In support of this argument, Al-Kurdi et al. (2018) reported in their systematic review that some studies have reported systems and technology tools as having a detrimental impact on knowledge sharing. Several factors contributed to the existence of this barrier, including impractical expectations regarding technology, insufficient training on the system, and subpar usability and design of the plan (Seba et al., 2012; Tsai et al., 2013). The reviews indicated not much attention had been paid to Technology as an influence on knowledge sharing because they are secondary to other major influencing factors (e.g. individual and organisational factors). In essence, the attainment of effective knowledge sharing inside an organisation cannot be only attributed to

information technology (IT), but rather necessitates the presence of additional variables including trust, organisational climate, and leadership support (Al-Kurdi,2018).

Again, Hislop, (2013) has added that technology can serve as an essential medium for disseminating knowledge. Nevertheless, there exists a significant discourse surrounding the extent to which ICT-mediated communication channels cannot effectively allow the depth of contact required for meaningful information exchange due to the lack of social cues. The study conducted by Thi Chung and Thi Tram Anh (2022) examined the many elements that influence knowledge-sharing behaviour inside public higher education institutions. The research incorporated three prominent theoretical frameworks, namely social capital, social cognition, and social exchange, and applied a quantitative methodology to conduct the investigation. The data was gathered from a sample of 203 academic staff members employed at a public institution in Vietnam. The data was analysed using Pearson's correlation and multiple regression techniques. The study's findings revealed a notable contradiction to the initial hypothesis, as they indicated a lack of evidence supporting the notion that information technology had a beneficial impact on knowledge-sharing.

The discovery presented here contradicts prior research that has identified information technology as a crucial determinant of knowledge sharing (Nguyen et al., 2020). According to the researchers, the inconsistency may be attributable to the context of the study. With the advancement of information technology, lecturers now have numerous options for connecting with colleagues and readily exchanging information.

Though seemingly straightforward, knowledge sharing is influenced by a multifaceted array of factors spanning individual predispositions, organisational culture and structures, and the

technological platforms available. By understanding and addressing these factors, organisations can foster an environment where knowledge flows freely, driving innovation and growth. Through the studies explored, such as those by Fullwood et al. (2019), Thi Chung & Thi Tram Anh (2022) and Wu & Zhu (2012), it's clear that a holistic approach, addressing all three major dimensions - individual, organisational, and technological, is imperative to enhance knowledge sharing truly.

In order to develop a solution for knowledge sharing within a particular geographical domain, it is necessary to use a contextual approach that takes into account the existing reality (Yigzaw et al., 2021). The significance of knowledge-sharing practices required to foster the generation and utilisation of knowledge within higher education communities is notably greater in emerging economies as opposed to developed economies (Haque et al., 2015). According to Fullwood and Rowley (2017), personal views and intentions have a significant role in knowledge sharing within the context of higher education. Therefore, it is imperative to qualitatively explore the personal views of academics in higher education institutions, as scarce information is found in the literature search. Again, most of the studies reviewed adopted the quantitative approach in assessing the influencing factors of knowledge sharing. Additional exploratory and qualitative studies are believed to be essential to understand the nature of knowledge sharing from different views. The adoption of a qualitative inductive method, for instance, would enable researchers to identify patterns in the data set collected from the study respondents to help with theory development.

Structure and Processes: A structured knowledge management approach can facilitate systematic sharing. Wu and Zhu (2012) stressed that organisations with well-defined knowledge management processes, including storing, retrieving, and disseminating knowledge, witness enhanced sharing behaviours among employees.

2.7.5 Summary of Identified Gaps and Implications for the Current Study.

From previous studies reviewed so far, several gaps (context, methodological, and content) were found. Contextually, most of the studies on knowledge sharing and its relation with innovative work behaviours were conducted in Asia, especially Vietnam, Malaysia and China as well as within commercial organisations. Additionally, the direct link between knowledge sharing and innovative work behaviour is largely under-researched in higher education institutions. This study is, thus relevant in unearthing in Ghana, knowledge sharing and its relation with innovative work behaviour in higher education institutions.

Further, the majority of the studies followed the quantitative approach, with few of the studies adopting the qualitative approach. Scarcely were mixed method research adopted in any of the earlier studies reviewed. Relying solely on either quantitative or qualitative methods in research can limit the depth and comprehensiveness of findings. In bridging this gap, the current study adopted the mixed-method approach to ensure a more comprehensive analysis. The integration of quantitative and qualitative results enhances the reliability and richness of the findings, bridging the gap between numerical trends and real-world experiences. More so, studies moderating such relationships with perceived organisational support seem non-existent in the extant literature. Therefore, the current study added the perceived organisational support variable to the knowledge sharing -innovative work behaviour nexus and investigated its interactional effect on this relationship.

The identified gaps in the literature shaped the focus of the current study, guiding the research questions, the areas of investigation, and the overall study design.

2.8 Personal Characteristics and Knowledge Sharing

Academic experience has been identified as a key factor influencing knowledge-sharing behaviour. Research evidence points to a significant correlation between teaching experience and knowledge-building practices, with faculty members possessing more than five years of teaching experience demonstrating higher levels of knowledge sharing (Javaid et al., 2020; Bello & Oyekunle, 2014). In their study, Javaid et al. (2020) explored faculty members' perspectives on knowledge-sharing practices within the University of Education in Lahore, Pakistan, highlighting the role of professional experience in fostering a collaborative academic environment. Utilising a quantitative methodology, the researcher postulated that personal characteristics, namely academic standing, experience, and academic degree, do not exert a statistically significant influence on the attitude towards knowledge-sharing. This study used a sample size of 246 academics.

A multiple linear regression analysis was employed due to the presence of several independent variables. The results indicated that there was no statistically significant relationship between faculty members' academic qualifications and professional experience and their attitudes towards knowledge sharing, as determined at a significance level of $p < 0.05$. However, a statistically significant relationship was found between academic status and knowledge-sharing attitude, [$F(3, 242) = 1.544, p < 0.05$]. The coefficient of determination (R^2) showed that academic status accounted for approximately 1.9% of the variance in knowledge-sharing attitude. Therefore, the null hypothesis concerning the relationship between academic qualification and professional experience is upheld at the $p = 0.05$ significance level. Conversely, the null hypothesis regarding the association between academic rank and the aforementioned variables is rejected at a significance level of $p < 0.05$. This implies that junior faculty members exhibit a higher degree of

favourable knowledge-sharing attitudes in comparison to senior faculty members, with respect to their educational attainment.

2.9 Control Variables

According to Creswell (2014), these variables are classified as independent variables due to their ability to exert an effect on the dependent variable, hence warranting measurement by researchers. Statisticians employ statistical methodologies, such as analysis of covariance (ANCOVA), to effectively manage and account for the influence of various factors. There may exist demographic or personal characteristics, such as age or gender, that necessitate “controlling” to accurately ascertain the genuine impact of the independent variable on the dependent variable.

A review of the literature corroborates the assertion made by Creswell (2014) as a significant relationship has been reported between the control variables and innovative work behaviour (e.g., Lambriex-Schmitz et al., 2020; Loogma et al., 2012; Messmann & Mulder, 2014; Aryee et al. 2012; Coetzer et al. 2018; Pieterse et al. 2010). For instance, in their study titled “When Innovation in Education Works: Stimulating Teachers' Innovative Work Behaviour,” Lambriex-Schmitz et al. (2020) found substantial positive correlations between gender and age and all phases of IWB. The beta values ranged from 0.111 to 0.164, and the correlations were statistically significant at $p < 0.01$. The results of the study indicate that there was a substantial positive relationship between tenure and concept realisation, specifically in the context of learning-based communication (β 0.144, $p < 0.05$). Nevertheless, there was no significant correlation found between the degree, which represents the level of prior education of teachers, and any of the phases of Interactive Whiteboard (IWB) implementation. During their discussion session, the researchers reported, "Women rated themselves higher on their IWB across all phases than men.

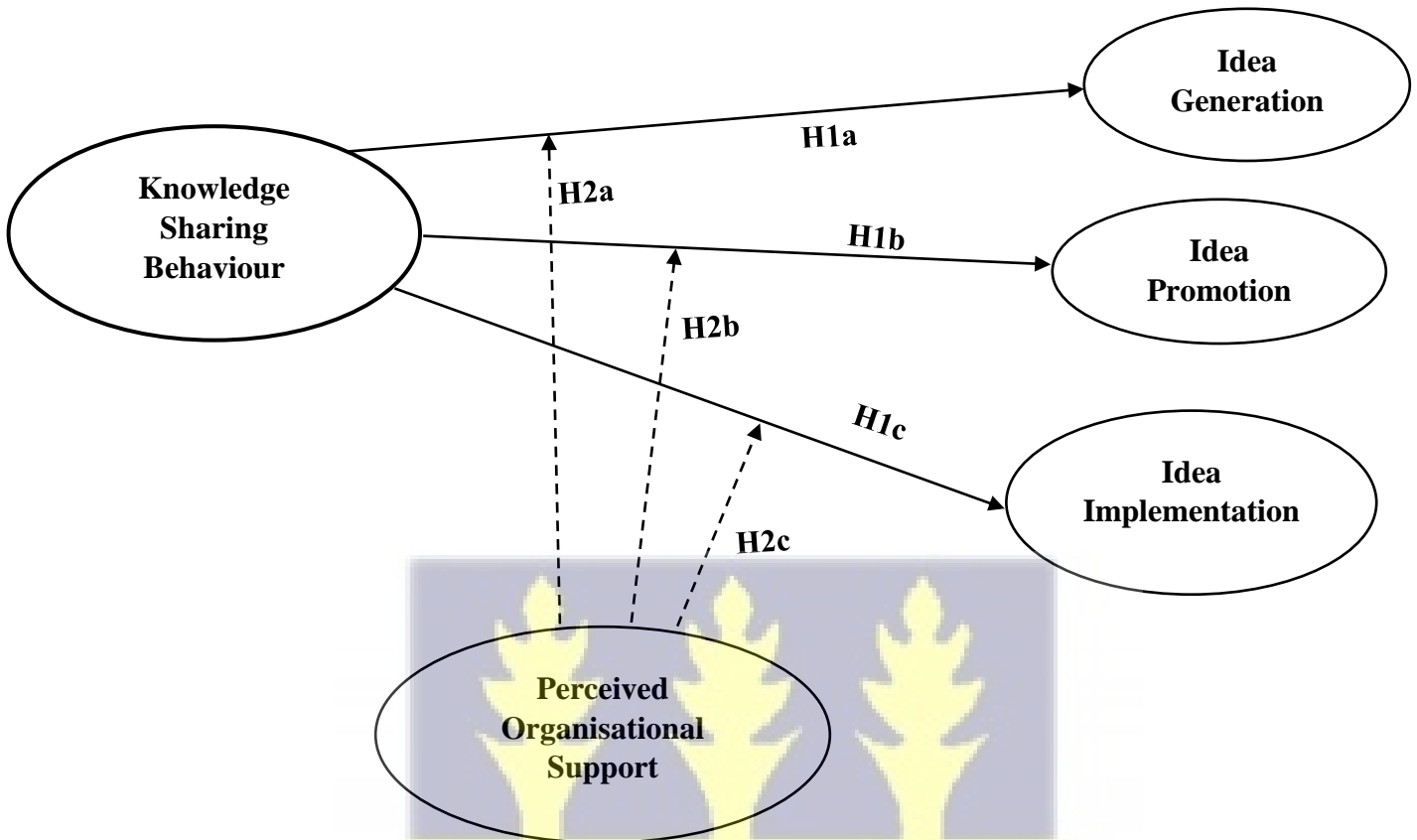
Prior research has presented divergent results (e.g., Janssen, 2005) or inconclusive associations between gender and IWB (e.g., Pieterse et al., 2010). Again, in relating age to IWB, the researchers asserted that more mature teachers tend to rate themselves more highly in terms of their ability to explore and generate ideas. This aligns with the theoretical perspective that humans cultivate more extensive and interconnected knowledge frameworks as they acquire knowledge and accumulate experiences. Consequently, these frameworks engender a broader range of potential responses, encompassing factual information, conceptual understanding, and cognitive schemata. This enhances their capacity to engage in creative thinking and generate innovative solutions to their challenges (Hammond et al., 2011).

Hague and Yamoah (2021) presented findings that diverge from existing research about the impact of gender on innovative work behaviour. The findings of their study indicate that males, in comparison to females, in both nations tend to display risk-taking behaviour and in-role behaviour (IWB), which can be attributed to the support provided by leaders. In their study, Hague and Yamoah (2021) conducted an investigation into the influence of ethical leadership on the management of occupational stress, with the aim of fostering innovative work behaviour (IWB) within small and medium-sized cargo logistic enterprises. This research was conducted within a cross-cultural management framework, comparing the contexts of Canada and Pakistan.

2.10 Conceptual Framework

This study's conceptual framework and hypotheses were developed based on extracts of empirical studies from existing literature and informed by the relevant theories reviewed

Figure 2. 1 Conceptual Framework



Source: Author Construction (2024)

The conceptual framework presents the hypothesised relationships among knowledge-sharing behaviour, perceived organisational support, and the three dimensions of innovative work behaviour—idea generation, idea promotion, and idea implementation. These relationships form the basis of empirical testing in this study. Knowledge-sharing behaviour is positioned as the independent variable and is proposed to have a direct influence on innovative work behaviour. This behaviour encompasses the exchange of ideas, expertise, and experiences among employees, fostering a work environment that supports innovation. It is hypothesised that individuals who actively engage in knowledge sharing are more likely to contribute to the generation of creative

ideas, effectively advocate for these ideas within the organisation, and play a role in their successful implementation.

The dimensions of innovative work behaviour—idea generation, idea promotion, and idea implementation—are treated as dependent variables, each reflecting a distinct stage in the innovation process. Idea generation refers to the creation of novel and useful concepts; idea promotion involves championing these ideas to gain organisational support; and idea implementation pertains to the realisation of accepted ideas into practical outcomes. The study proposes that knowledge-sharing behaviour exerts a positive influence across all three dimensions.

Perceived organisational support is introduced as a moderating variable within the framework. It reflects employees' perceptions of the extent to which the organisation values their contributions and is concerned for their well-being. The framework hypothesises that perceived organisational support strengthens the relationship between knowledge-sharing behaviour and innovative work behaviour. When employees feel supported by their organisation, they are more likely to engage in open knowledge exchange, demonstrate trust in their colleagues, and take the creative risks necessary for innovation. Conversely, in contexts where perceived support is low, the positive impact of knowledge sharing on innovation is expected to diminish.

Based on the empirical review of related literature, the following hypotheses were formulated for the study:

H1a: Knowledge sharing will significantly predict idea generation

H1b: Knowledge sharing will significantly predict idea promotion

H1c: Knowledge sharing will significantly predict idea implementation

H2a: Perceived organisational support will moderate the relationship between knowledge sharing and idea generation

H2b: Perceived organisational support will moderate the relationship between knowledge sharing and idea promotion

H2c: Perceived organisational support will moderate the relationship between knowledge sharing and idea implementation.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study purports to examine knowledge sharing and innovative work behaviours and the influences of organisational support among academics in a Ghanaian higher education institution. Under this session, the detailed description of procedures/methods followed in arriving at the research findings is provided. The chapter explains the philosophical worldview underpinning this study, the research design, the population, sample size and sampling technique. Additionally, the chapter describes the data collection instruments and procedures for data collection, data analysis methods as well as the ethical procedures adopted.

3.1 Paradigm/Philosophical World View

Researchers are directed to locate their research in a selected paradigm as it guides decision on an appropriate methodology for a scientific study (Doyle et al., 2009). The growth of knowledge in a particular inquiry is guided by philosophical beliefs on what constitutes “legitimate” research and, as a result, which research method(s) is/are ideal for investigation. A research paradigm is defined as “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed” (Kuhn, 2000). According to Morgan (2022), a paradigm is “the set of beliefs and practices that guide a field” and can be used to summarise the beliefs of researchers. Research philosophy provides a foundational set of beliefs or worldviews that guide researchers in their investigations and choices regarding ontology, epistemology, and methodology. Epistemology examines theories of knowledge and addresses questions about how

we come to know things whereas ontology, which explores theories of being and addresses questions about what can truly exist (Yaro, 2016).

Various research paradigms exist, such as positivism, interpretivism, critical realism, structuralism, pragmatism etc. The selection of a particular paradigm by a researcher also determines the suitability of the methodology for studying a chosen phenomenon. Therefore, the decision to use a quantitative or qualitative or mixed-method approach is influenced by the researcher's philosophical standpoint. The study hinges on the pragmatism paradigm. Pragmatism, as articulated by Mitchell and Education (2018) emphasises the integration of both qualitative and quantitative methods, focusing on the research problem and using all available approaches to understand it. This perspective aligns well with the multifaceted nature of organisational behaviour studies, which often require a nuanced understanding of human interactions and organisational dynamics. Pragmatism allows researchers to employ mixed methods to capture the richness of data from multiple angles. Morgan (2022) highlights that pragmatism supports the use of diverse data sources and analytical techniques, providing a comprehensive understanding of a research problem.

Ontologically, pragmatism posits the existence of an exterior world that exists independently of the mind, as well as a world that is intricately intertwined with the mind. Therefore, from an epistemological standpoint, truth can be seen as that which is effective in a given context and is influenced by human agency (Creswell, 2014). Furthermore, an essential characteristic of pragmatism is its inclination towards methodological pluralism or eclecticism, also known as mixed methods research. This approach often yields more robust study outcomes when compared to monomethod research, as supported by the works of Morgan (2022) and Creswell (2014). Creswell (2014) advocates for the flexibility of mixed methods research, which is a hallmark of

the pragmatic paradigm. This flexibility is particularly advantageous in organisational studies, where the interplay between individual actions and organisational support systems can be complex and multifaceted. By adopting a pragmatic approach, researchers can design studies that are not constrained by methodological purity but are driven by the need to address real-world issues effectively.

According to Kumatongo and Muzata (2021), pragmatism bridges the gap between positivism and interpretivism, offering a balanced approach that acknowledges the value of empirical data while also considering the contextual and subjective experiences of individuals. In the context of the current study, a pragmatic approach would allow for the collection of quantitative data through surveys to measure perceived organisational support and its correlation with knowledge sharing and innovation metrics. Simultaneously, the qualitative method of interviewing was adopted to provide deeper insights into the personal experiences and organisational contexts that shape knowledge-sharing behaviours. Knowledge sharing and its correlation with innovative work behaviour, particularly in the context of organisational support, has emerged as a critical area of study within business research.

The philosophy that underscores such an investigation significantly influences the research methods, interpretation of results, and subsequent conclusions. Knowledge sharing and innovative work behaviour are critical elements that determine the effectiveness, productivity, and evolution of academic environments, especially in higher educational institutions. When evaluating such dynamics in the specific context of Ghana's academia, understanding the mechanisms of knowledge sharing and the role of organisational support can provide illuminating insights. At the heart of pragmatism lies the view that the value of any idea or concept is rooted in its practical implications and the observable outcomes it produces. A pragmatist approach

refrains from adhering strictly to singular systems of philosophy and reality, thus permitting the application of mixed research methods. Such an approach empowers the researcher to employ both qualitative and quantitative strategies as deemed fitting for the problem at hand (Creswell, 2014). The following elaboration seeks to explain the adoption of a pragmatist research philosophy for this study and presents justifications for its choice

The first research objective seeks to quantify the level of knowledge sharing among Ghanaian academics. Such a quantifiable endeavor necessitates a flexible approach, which pragmatism offers by its inherent design (Shrestha & Sharma, 2024). Pragmatism allows for the use of both objective metrics (like numbers of shared publications or collaborative projects) and subjective ones (like individual perceptions or experiences related to knowledge sharing). Organisational support's moderating role, as indicated in the third objective, further complicates the research landscape. Here, pragmatism's utility is twofold. Firstly, it permits the researcher to approach organisational support as both a tangible entity (like resources or training programs) and an intangible perception (such as feeling valued or motivated) (McCusker & Gunaydin, 2015).

Further, the exploration of underlying mechanisms in knowledge sharing inherently demands a depth of understanding. While quantitative metrics can provide an overview, capturing the essence of these mechanisms requires diving deep into individual experiences, cultural nuances, and institutional dynamics. Simpson (2018) emphasises the importance of adopting a research philosophy that permits such depth. Pragmatism, with its endorsement of qualitative research, becomes an apt fit, allowing for detailed interviews, focus group discussions, and observational studies. In addition to this, Creswell's (2014) exposition on mixed methods underscores the pragmatic approach's suitability for the study. By employing qualitative methods, the researcher

can delve deep into individual experiences, motivations, and the nuances of interpersonal interactions that facilitate knowledge sharing.

In summary, the realm of academia in Ghana, characterised by its vibrant intellectual landscape and its unique challenges, demands a research philosophy that is both adaptive and holistic. Pragmatism, with its embracement of mixed methods, flexibility, and emphasis on real-world implications, provides the necessary framework. Through this lens, the research promises to glean profound insights into knowledge sharing, innovative behaviour, and the role of organisational support, bridging theory and practice in Ghana's academic landscape.

3.2 Research Design

The study is grounded in the pragmatic research worldview as explained in the study, and as a result, the research design chosen is the concurrent embedded mixed method research design, namely the QUAN/qual design (Creswell, 2014). An embedded mixed-method design permits the simultaneous collection of qualitative and quantitative data, though one data type generally serves a supportive role to the other (Creswell, 2014). In this study, quantitative data serve the primary role, particularly to measure the level of knowledge sharing among academics and assess its correlation with innovative work behaviour as well as the moderating role of organisational support on this relationship. However, qualitative data offers invaluable contextual information to support these primary objectives, especially in examining the underlying mechanisms in knowledge sharing.

The choice of an embedded mixed-methods approach offers several advantages. First, it allows for greater research flexibility, both in terms of the methods employed and the interpretations of the data. This design enables the study to be adaptive, capturing nuances and subtleties that could

easily be missed by a singular method (Ragab & Arisha, 2018). Second, the embedded design is highly practical for complex research topics. In addressing the intricate relationships between knowledge sharing, innovative work behaviour, and organisational support, a singular method would likely be inadequate for capturing the full picture (McCusker & Gunaydin, 2015).

Data was gathered through both questionnaires and interviews from a diverse group of academics, including professors, associate professors, lecturers, and assistant lecturers. The quantitative data was statistically analyzed to identify patterns and trends. A Likert scale was used to quantify elements like the frequency of knowledge sharing, the extent of innovative behaviour, and the perception of organisational support. Qualitative data was gathered through semi-structured interviews, allowing participants to elaborate on their experiences, perceptions, and motivations related to knowledge sharing. These interviews provided deeper insights into the mechanisms that encourage or hinder these processes, aligning with the research objectives.

Data obtained with the questionnaire were imputed into Statistical Package for the Social Sciences (IBMS- SPSS version 22) and was analyzed using descriptive statistics, correlation studies, and structural equation modelling (SEM-PLS), providing a comprehensive understanding of the primary research objectives. Thematic analysis was employed to analyze the qualitative data. Specifically, interview transcriptions were coded and categorized in order to discover emerging themes and insights (Crowther & Lancaster, 2012).

According to Creswell (2014), the embedded mixed method research approach places significant emphasis on employing a well-established research design, such as an experiment. Additionally, it incorporates a supplementary, secondary type of data collecting, such as conducting a limited number of interviews with selected participants. An added advantage of this type of mixed-

method design is that the dissimilarity in size and rigour between the two forms of data allows for a reduction in the scope of the study, making it more manageable within the constraints of time and money.

The cross-sectional correlational survey design is a quantitative research method that involves collecting data at a single point in time to assess the relationships between different variables. One of its major strengths is its suitability for identifying patterns, trends, and correlations between variables within a defined context (Ragab & Arisha, 2018). In this study, the cross-sectional correlational design was employed to meet the first three research objectives. The first objective aims to determine the level of knowledge sharing among academics in higher education institutions in Ghana. The second focuses on investigating the relationship between knowledge sharing and innovative work behaviours while the third objective considered the moderating role of perceived organisational support in the knowledge sharing and innovative work behaviours nexus. Using statistical tools like Pearson's correlation and structural equation modelling, this design helped establish whether a relationship exists between knowledge sharing and innovative work behaviour, and if so, how strong and directional that relationship is (McCusker & Gunaydin, 2015). This approach provides a snapshot of the current state of knowledge sharing and innovative work behaviour within the academic context in Ghana, offering a practical way to obtain a broad yet detailed understanding of these phenomena (Crowther & Lancaster, 2012).

The qualitative aspect of the study employed the case study design. The case study design in qualitative research offers an in-depth, contextually rich exploration of a specific phenomenon within its real-life setting. Characterised by its flexibility and adaptability, this design enables researchers to gain a deep understanding of complex issues, often through various data collection methods like interviews, observations, and document reviews (Creswell, 2014). The case study is

particularly valuable for its ability to present a holistic view, enabling the exploration of various facets of a subject, often with a focus on 'why' and 'how' questions. In the current study examining knowledge sharing and innovative work behaviours among academics in a Ghanaian higher education institution, the case study design serves as an essential counterpart to the cross-sectional correlational survey. While the survey can identify relationships and trends, the case study digs deeper to provide nuanced interpretations and understandings. Specifically, it was employed to explore the fourth research objective, which involved understanding the underlying mechanisms in knowledge sharing. Through the use of the case study design, the research can reveal intricate dynamics and contextual factors that quantitative data may overlook (Patten, 2016). The findings from the case study can complement and enrich the statistical results from the survey, creating a more comprehensive and multifaceted understanding of the research problem, fully aligned with the study's pragmatic philosophy.

3.3 Study Settings

The primary investigation was done at the University of Education Winneba, with the pilot study undertaken at the University of Cape Coast. The selection of the two universities was based on their similarity in terms of programme offerings, teacher composition, and student demographics. This is because the University of Education, Winneba (formerly known as University College of Education of Winneba) was affiliated to the University of Cape Coast prior to its upgrade to a full-fledged University in 2004.

3.3.1 The Profile of University of Education, Winneba (The Main Study Area)

The University of Education, Winneba (UEW) is a Public University in Effutu Municipal District, Central Region- Ghana. The University of Education, Winneba (UEW) was founded in

September 1992 as an institution of higher learning, operating as a University College in accordance with PNDC Law 322. The University of Education Act, Act 672, was implemented on May 14, 2004, with the purpose of elevating the University College of Education of Winneba to the esteemed status of a comprehensive university. The University College of Education of Winneba was established as a consolidation of seven distinct diploma-awarding colleges situated in several locations, operating collectively as a one school. The aforementioned educational institutions encompassed the Advanced Teacher Training College, the Specialist Training College, and the National Academy of Music, all situated in Winneba.

Additionally, the School of Ghana Languages was located in Ajumako, while the College of Special Education was situated in Akwapim-Mampong. Furthermore, the Advanced Technical Training College was established in Kumasi, and the St. Andrews Agricultural Training College was located in Mampong-Ashanti. The Winneba campus, currently consisting of three campuses, serves as the primary location for the Vice-Chancellor's office, while a satellite campus is situated in Ajumako. The University of Education, Winneba (UEW) is nationally accredited by the National Accreditation Board (Ghana). The university has a mission “to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development”.

The University's Academic functions revolve around the eight Faculties outlined as follows: Faculty of Social Sciences Education, School of Business, Faculty of Educational Studies, Faculty of Foreign Languages Education and Communication, Faculty of Ghanaian Languages Education, School of Creative Arts and Faculty of Home Economics Education. Apart from these eight faculties, the university also boost of a college of distance and electronic learning (CoDEL) which caters for the needs of its distance students. Through a comprehensive curriculum and

supportive environment, the faculties equip students with both knowledge and essential life skills with the various diploma, undergraduates and post-graduates programmes it offers.

The current student population of the institution is around 66,351 consisting of students enrolled in regular, weekend and sandwich programmes for diploma, undergraduate and postgraduate degrees. The University's organisational structure consists of the Governing Council, which is formed by the Government, and the Academic Board. This structure further includes other Statutory Committees such as the Deans of Schools/Faculties, Directors of Institutes, and Heads of Departments.

3.4 Pilot Study

The primary aim of the pilot study was to assess the reliability and appropriateness of the measurement scale within the context of Ghana. During the preliminary phase of the study, it was imperative to address any inaccuracies, miscalculations, and errors present in the questionnaires prior to conducting the actual survey. This necessitated the implementation of a pilot study. Based on this, the researcher enlisted 20 lecturers from the University of Cape Coast to participate in the initial study. Out of the twenty questionnaires distributed, seventeen (17) questionnaires were returned. Eleven (11) of the participants were male and six (6) were female. As suggested by Czaja and Blair (2014) pre-testing of measurement instrument is essential in order to check that it's clear and understood as intended. The initial Cronbach alpha reliability statistics of the adapted measurement scales was compared with those derived from the pilot study. It became apparent that the adapted scales exhibited a satisfactory level of reliability since the Cronbach alpha values exceeded 0.7, as suggested by Hair et al. (2017). Consequently, these scales can be deemed suitable for use in the primary survey within the Ghanaian context.

To ensure the clarity and comprehensibility of the questionnaire, a content validity assessment was conducted on a small scale by a panel comprising six lecturers and the researcher’s supervisors. The panel was also asked to evaluate the instrument for any potential issues related to wording, structure, or relevance of the items. Fortunately, no major issues were reported that would require a significant overhaul of the questionnaire. The feedback received from the evaluation process primarily focused on the need to clarify certain questions. As a result, alterations were made to the questionnaire in accordance with the feedback, which improved its overall clarity. Cronbach’s alpha (Internal Consistency) was run for each scale and their respective sub-scales, results are presented in Table 3.1.

Table 3. 1 Reliability of Study Variables from Pilot Study

Variables	Cronbach’s Alpha	Items	Valid Cases
Knowledge Sharing	.84	20	17
Organisational communications	.96	5	17
Personal interactions	.92	5	17
Written contributions	.82	4	17
Communities of practice	.93	6	17
Perceived Organisational Support	.95	6	17
Idea Generation	.96	3	17
Idea Promotion	.91	3	17
Idea Implementation	.95	3	17
Innovative Work Behaviour	.94	9	17

Source: Field Data (2024).

3.5 Population

The population of a study refers to the complete set of individuals, items, or data from which a sample is taken for the purpose of investigation (Thacker, 2020). This full set provides the

contextual framework from which researchers can derive generalisations based on their study's findings. Clearly defining the population is essential for ensuring that the conclusions drawn are both relevant and applicable to the intended group (Queirós et al., 2017). Both qualitative and quantitative research methods emphasise the significance of accurately defining and understanding the chosen population to maintain the validity and credibility of the research (Queirós et al., 2017; Thacker, 2020).

All the academics (professors, associate professors, lecturers, and assistant lecturers) who have taught for at least one year at the University of Education, Winneba make up the population that was investigated in the study. Despite the fact that the National Accreditation Board of Ghana recognises 15 national public universities; however, the researcher selected only one of these institutions on the grounds of practical and methodological considerations related to data accessibility. Conducting research across multiple institutions often presents significant challenges in terms of gaining permission to collect data, ensuring consistency in data collection processes, and navigating the unique administrative structures and protocols of each university. These challenges can delay the research process and compromise the quality of the study. Additionally, using one institution also enhances the feasibility of the study, given the time and resource constraints typically associated with doctoral research. It is estimated that there are approximately 550 lecturers working in various academic units in the University of Education, Winneba (UEW Basic Statistics, 2023).

3.6 Sample Size and Sampling Techniques

Investigating an entire population may not be feasible due to constraints such as time, resources, and accessibility (Tam et al., 2020). Sampling, in essence, is a practical solution to an often-cumbersome problem. The representativeness of the sample, however, is crucial. The premise is

that the chosen subset should serve as a miniature of the larger population to warrant valid generalizations (Berndt, 2020). The diversity of sampling methods available to researchers caters for different research requirements and objectives. Based on the purpose of this study, stratified sampling carves a niche for itself. As elucidated by Howell et al. (2020), stratified sampling partitions the population into distinct groups, or 'strata', typically based on specific attributes or characteristics. This is done to ensure that variability within each stratum is minimal, thus enhancing the precision of the estimates. The samples are then drawn from each of these strata, either randomly or in proportion to the size of the stratum in relation to the overall population. The merit of stratified sampling, as highlighted by Martino, Luengo, and Míguez (2018), is its capacity for increased statistical efficiency. When the population consists of distinct subgroups, this method ensures that each group is adequately represented, leading to more accurate inferences than would be possible with simple random sampling. However, as with all sampling techniques, stratified sampling has its caveats. The process demands a priori knowledge about the population to ensure accurate stratification (Fricker, 2016). Incorrectly defining or missing out on a critical stratum could result in significant biases.

Out of the total population of 550 lecturers in the University of Education, Winneba, 460 of the lecturers were selected to participate in the study. The stratified random sampling technique is employed in obtaining the sample size. The University of Education, Winneba is made up of eight (8) academic units. These academic units constitute the strata from which the sample is drawn from for the study. The use of the stratified sampling technique was to ensure that each faculty in the selected institution had fair representation (depending on its population strata) in the respondents that participated in the study. From each stratum, respondents were purposively selected to participate in the study. To ensure sample representativeness, the researcher adopted

Miller and Brewer (2003) sample size determination formula which states that from any given population, the sample size is determined as follows; $n=N/(1+N(\alpha)^2)$; Where n=sample size, N= Target population, and α =error term(0.05). The sample sizes from the various faculties (strata) using Miller and Brewer’s formula are summarised in the Table 3.2.

Table 3. 2 Sample Size Statistics

Academic Unit	Population Strata	Sample Size
Faculty of Social Sciences Education	102	81
School of Business	54	48
Faculty of Educational Studies	83	69
Faculty of Foreign Languages Education and Communication	58	51
Faculty of Ghanaian Languages Education	47	42
School of Creative Arts	66	57
Faculty of Science Education	118	91
Faculty of Home Economics Education	22	21
Total	550	460

3.7 Inclusion and Exclusion Criteria

In order to be eligible for inclusion in this research, individuals must have a teaching position (such as professor, associate professor, lecturer, or assistant lecturer) and have a minimum of one year of teaching experience at the University of Education, Winneba. It was hypothesized that a minimum duration of one year of teaching experience would be sufficient for participants to engage in knowledge sharing activities and offer meaningful material for the study. Consequently, the research excludes individuals who are not part of the teaching staff, as well as lecturers with

less than one year of teaching experience. The inclusion criteria were spelt out at the cover page of the survey instrument.

3.8 Ethical Considerations

According to Hesse-Biber and Leavy (2010), it is critical to foresee ethical difficulties while planning a study, especially when the research entails the collection of data from people. Ethical considerations are important in research investigations and must be addressed. Based on their significance, Creswell (2014) believes that researchers should anticipate and actively address them in their study. As a result, the study considered the following ethical procedures. To begin, the researcher sought ethical approval from the University of Ghana's Ethical Committee for the Humanities (ECH) to enable the collection of data from participants. This was essential because the University of Ghana's College of Humanities operates an Ethics Committee responsible for reviewing data collection tools and research proposals prior to field data collection.

To obtain clearance from the Committee, the researcher submitted introductory letters (department and the personal application letter), new protocol submission form, consent form, research proposal, data collection instruments and curriculum vitae of the researcher were submitted for scrutiny and approval on the 10th August, 2023. Provisional approval letter was received on the 30th October, 2023 with minor comments from the ethical review committee. Minor issues raised from the review were addressed and the entire ethical clearance document was resubmitted, after which approval (**ECH 079/ 23-24**) was eventually given for data to be collected for the study.

Additionally, study participants were contacted and told of the study's overall goal before their participation was solicited. Participants' personal information was kept private, and they were not

required to provide any visible identity. Furthermore, all sources of materials included in the study write-up were properly referenced.

3.9 Quantitative Data Collection Instrument

Questionnaires with a closed-ended format were employed to collect quantitative data for this study. The study had three variables and indicators to measure these variables were adopted from previous studies. **Knowledge sharing activities of academics** were measured from 21 items multidimensional instrument designed by Ramayah et. al. (2014). Items were categorized under the following four dimensions of knowledge sharing behaviours: written contributions, personal interactions, organisational communications and communities of practice. Sample items of the written contributions component were: “publish articles in university journals, magazines, or newsletters”; “contribute ideas and thoughts to department online databases”. Sample items of the personal interactions dimension were: “support less-experienced colleagues with time from personal schedule”; “engage in long-term coaching relationships with junior academicians”; “share experiences that may help others avoid risks and trouble through personal conversation”. Sample of the organisational communications component were: “express ideas and thoughts in department meetings”; “propose problem-solving suggestions in team meetings”; “answer questions of others in team meetings”. Responses were rated on a seven-point scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Perceive Organisational support was measured by an instrument developed by **Eisenberger et al. (1986)** organisational support (Sveiby & Simons, 2002). The unidimensional scale was measured using 6 items. Sample items include: “my organisation strongly considers my goals”; “help is available from my organisation when I have a problem”; “my organisation really cares

about my well-being”. Responses were rated on a seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree).

Innovative work behaviours were measured based on the research of Janssen (2000) scale by Jong & Hartog (2010). The 9-item measurement scale comprised the subdimensions of idea generation, idea promotion and idea implementation. Each subdimension was measured using three items. Items in the idea generation include: “I create new ideas for difficult issues”; “I search out new working methods, techniques, or instruments”; “*I generate original solutions for problems*”. Idea promotion items include: “I mobilize support for innovative ideas”; I acquire approval for innovative ideas”; “I make important organisational members enthusiastic for innovative ideas”. Some of the items for idea implementation include: “I transform my new ideas into useful applications”; I introduce my new ideas into the work environment in a systematic way” “I evaluate the utility of my new ideas”. “Responses were rated on a seven-point scale, ranging from 1 (strongly disagree) to 7 (strongly agree).

Table 3. 3 Measuring Instruments

Construct	Role	Source	Number of Items
Knowledge Sharing	Independent Variable	Ramayah et al. (2014)	21
Perceived Organisational Support	Moderator Variable	Eisenberger et al. (1986)	6
Innovative Work Behaviour	Dependent Variable	Janssen (2000)	9

Source: Author’s Construction (2024)

3.10 Control variables

Control variables are variables which are not the primary focus of the study but are included to account for potential confounding effects. By controlling these extraneous variables, researchers

can isolate the effect of the independent variable on the dependent variable, ensuring that the results are more accurate and reliable (Creswell, 2014). Kumatongo and Muzata (2021) emphasize that the inclusion of control variables is a methodological consideration that enhances the validity of the research findings. By accounting for potential confounders, researchers can better argue that their findings are due to the relationships they are studying rather than external influences. This methodological rigor is essential for making credible inferences and contributing valuable insights to the field. Based on earlier innovative work behaviour (IWB) research (e.g. Loogma et al., 2012; Messmann & Mulder, 2014; Aryee et. al. 2012; Coetzer et. al. 2018; Pieterse et. al. 2010), gender, age, level of education, and tenure were controlled for in this study.

3.11 Addressing Common Method Bias

The Common Method Bias (CMB) occurs when correlations between variables are inflated due to shared measurement sources rather than actual theoretical relationships (Podsakoff et al, 2024). CMB is particularly common in self-reported surveys where responses may be influenced by *social desirability*, *response consistency effect*, *implicit theories* or other cognitive biases. *Social desirability* is the tendency of respondents to answer questions in a way that makes them look good or aligns with what is socially acceptable, rather than reflecting their true thoughts or feelings. The *response consistency effect* relates to the tendency of respondents to keep their answers consistent across similar questions on a questionnaire or to structure their responses in a way that aligns with a certain pattern. *Implicit theories* are defined as the assumptions or expectations that respondents already have about how attitudes, values, perceptions, and behaviours are connected.

If unaccounted for, it can threaten the validity of research findings. Several approaches to address common method bias (CMB) in research, particularly in quantitative studies. These approaches

can be categorised into procedural remedies, statistical techniques. In this study, the researcher implemented several procedural strategies to address common method bias, which can occur when data for both independent and dependent variables are collected using the same method.

First, the researcher employed the temporal separation method to minimize the likelihood of respondents using the same cognitive framework to answer both sets of questions. Specifically, a three-week time lag between the collection of data for the independent variable (knowledge sharing) and the dependent variable (innovative work behaviours) was introduced. In the initial survey, participants were asked to provide information about their knowledge - sharing practices. Three weeks later, they completed a separate survey focusing on their innovative work behaviours. This approach helped reduce the risk of common method bias by ensuring that respondents were less likely to be influenced by their previous responses when answering the subsequent questions (Podsakoff et al., 2003).

Additionally, the study prioritised anonymity throughout the data collection process. Participants were assured that their responses would remain confidential and anonymous, which was emphasized in both the instructions and the informed consent form. By removing any fear of identification or negative repercussions, the researcher aimed to encourage honest and accurate reporting of behaviours and perceptions. This measure is known to reduce social desirability bias, where respondents might otherwise provide answers, they believe are more socially acceptable rather than truthful (Podsakoff et al., 2012).

Furthermore, these strategies were complemented by careful survey design, which included clear and concise questions to avoid ambiguity and misinterpretation. By implementing these controls, the researcher aimed to enhance the validity of our findings and ensure that the observed

relationships between perceived organisational support, knowledge sharing, and innovative work behaviours were not artifacts of common method bias.

3.12 Qualitative Data Collection Instrument

A semi-structured interview guide was used to collect the qualitative data for the study. The decision to use a semi-structured interview guide was based on its ability to facilitate an in-depth exploration of the participants' worldview on social issues. Using a semi-structured interview guide provides a balanced approach to qualitative data collection, allowing researchers to explore specific topics with predetermined questions while maintaining the flexibility to delve deeper into respondents' answers. According to Creswell (2014), this method ensures consistency across interviews, enhancing comparability and reliability of the data. Additionally, it allows researchers to adapt to the flow of the conversation and uncover unexpected insights, making the data richer and more nuanced (Morgan, 2022). Kumatongo and Muzata (2021), added that this approach is particularly useful in mixed methods research, where integrating qualitative and quantitative data requires both structure and flexibility.

The interview questions were based on the fourth research question and objective of the study. A total of fifteen (15) academics took part in the qualitative data collection. The interview guide for exploring mechanisms (motivating factors) underlying knowledge sharing among lecturers entailed the following interview questions: 1. Can you tell me about the factors that influence your decision to share your knowledge with other faculty members? 2. How do you think the skills, knowledge and abilities that you possess influence your willingness to share knowledge? Can you share with me the factors which motivate you to share knowledge? Are there any factors which if provided by the institution or the department make sharing of knowledge better or easier for you?

3.13 Data Collection Procedure

Data collection for this study was conducted in two distinct stages. The first stage involved the administration of questionnaires to four hundred and sixty (460) academics from the eight(8) academic unities at the University of Education, Winneba (UEW). This stage was designed to gather quantitative data. The second step involved conducting interviews with the same lecturers, focusing on the qualitative aspects of the study.

3.13.1 Qualitative Data Collection Procedure.

The participants for this element of the study were contacted through facilitation by faculty officers from the different academic unities. The researcher initially addressed potential volunteers by visiting their offices, where they were informed about the study and asked whether they would be interested in taking part. Upon the lecturer's consent to partake in the study, arrangements were made to establish a mutually convenient appointment for the participant. The researcher collected the participant's first name and telephone number. The researcher contacted the participants one day prior to the scheduled interview day and time in order to confirm their attendance.

The aforementioned technique yielded successful outcomes, but with a limited sample size of fifteen (15) participants. This limitation arose from instances where certain individuals, who had previously expressed their willingness to participate, subsequently informed the researcher of their inability to do so owing to work commitments or personal circumstances. The interviews were carried out in a one-on-one format (face-to-face, telephone and zoom) and were meticulously recorded and transcribed word for word. The duration of the shortest interview was 30 minutes, and the longest interview ran for a period of 40 minutes. Prior to the commencement

of each interview, participants were provided with consent paperwork to peruse and comprehend. Upon reaching a state of contentment, the participants were requested to affix their signatures on a copy of the consent form. Participants were offered assurances regarding the confidentiality of the information they supplied, the anonymous nature of the interview, and the option to stop their participation in the study, even if they had already commenced the interview.

3.13.2 Quantitative Data Collection Procedure

The survey questionnaire was distributed to four hundred and sixty (460) academics through two modes: in-person administration in their offices and online administration using Google Forms. This process was facilitated by two research assistants and different faculty officers at the University of Education, Winneba. The researcher had individual meetings with each faculty officer, during which the process of data collecting was described and the goal of the research was communicated. The researcher obtained consent from the respondents through the faculty officers. This was done by using the official WhatsApp platform to invite the respondents to participate in the research study and respond to the survey questionnaire. Through the questionnaire, participants were duly informed about the imperative nature of maintaining confidentiality throughout the study. It was emphasised that their responses would remain untraceable, as the study guarantees anonymity and disassociation from personal identification. Participants were also advised that they had the freedom to terminate their involvement if they felt the necessity to do so during the delivery of the questionnaire.

The data collecting commenced in the first week of December, 2023 and concluded in the second week of March, 2024. The duration of data collection amounted to around four (4) months.

3.14 Quantitative Data Processing and Analysis

The quantitative data collected through the use of questionnaire were initially filtered and cleaned to take out irrelevant responses and clean for completeness.

Statistical Product for Service Solution (SPSS 22), was used for the quantitative data entry and coding. To check for data entry errors, frequency and percentages and boxplot were utilized. The biographic data of the study participants were analyzed using frequencies and percentages. This analytical tool was appropriate because the variables used in measuring the respondents' characteristics were all categorical.

Data collected on research question one, employed descriptive statistics to determine the means and standard deviations of scores for levels of knowledge-sharing behaviours among the academics. The knowledge sharing behaviours were measured on a seven-point Likert Scale and the mean is considered the best measure of central tendency when a variable is measured using an interval scale. Data on standard deviation is important as it provided comprehension of dispersion of responses from the mean score. According to Darling (2022), a lower standard deviation (close to zero) is reported when the responses are homogeneous (disagreed or agreed at the same level). Heterogeneous responses would provide a higher standard deviation score (usually above one).

To examine research hypotheses, Pearson Moment correlation was conducted to examine relationships among the study variables. To conduct confirmatory factor analyses to test the model fit at each step, the Structural Equation Modeling (SEM) using the Partial Least Square (PLS, version 4.0) was adopted. SEM has been identified as a vigorous multivariate analytical tool which can be utilized to specify two main models – the measurement model and the structural

model. The Partial Least Squares Structural Equation Modelling (PLS-SEM) was used to test the moderating role of perceived organisational support in the relationship between knowledge sharing and innovative work behaviour. According to Hair et al. (2017), the structural equation modeling (SEM) technique is considered the most appropriate and efficient method for estimating a series of independent multiple regression equations simultaneously. Structural Equation Modeling (SEM) is especially well-suited for research designs that involve complex interrelationships among multiple endogenous and exogenous variables. This approach is particularly valuable when examining models that incorporate mediating or moderating effects, as it allows for a comprehensive analysis of multifaceted theoretical frameworks (Sharma et al., 2022; Shmueli et al., 2019). The current study is grounded on three hypothesized relationships involving multiple exogenous and endogenous constructs, along with three moderating effects (see Figure 4.1). The complexity of these interrelationships, particularly the inclusion of moderation or the interactional effect, makes the statistical analysis intricate. This complexity justifies the use of Structural Equation Modeling (SEM) in this context. For example, attempting to analyze these relationships using a simple linear regression approach would require estimating at least six separate equations, which would only amplify the complexity rather than simplify it. Furthermore, Hair et al. (2019) emphasize that SEM is particularly advantageous when a study aims to address questions such as: “How much variance in the dependent variables does the model explain?”; “What is the directionality of the independent variables' effects on the dependent variables?” and “What is the strength and significance of these effects?” The hypothesized relationships in this study, as outlined in Chapter Two, align closely with these types of research questions. Consequently, the application of SEM is not only appropriate but also necessary to effectively address the study's objectives.

The Structural models were stated as follows:

H1a: Knowledge Sharing (KS) will significantly predict Idea Generation (IG)

$$IG = \beta_0 + \beta_1 \cdot KS + \epsilon \dots\dots\dots \text{Equation 1}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient representing the effect of Knowledge Sharing on Idea Generation,
- ϵ is the error term.

This formulation assumes a linear relationship between Knowledge Sharing and Idea Generation

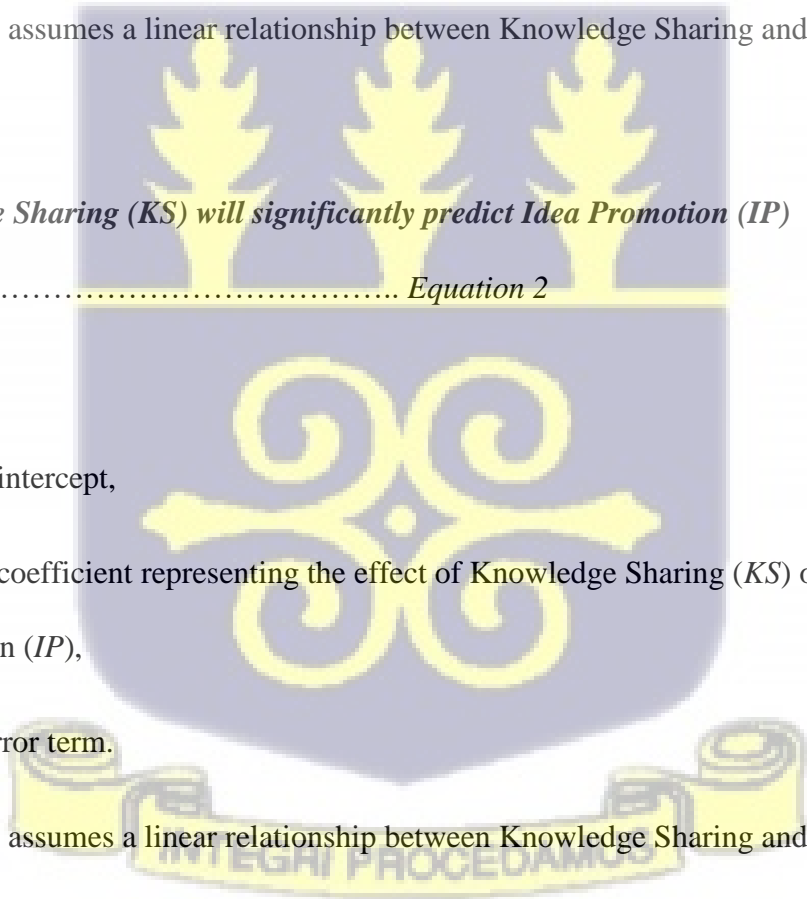
H1b: Knowledge Sharing (KS) will significantly predict Idea Promotion (IP)

$$IP = \beta_0 + \beta_1 \cdot KS + \epsilon \dots\dots\dots \text{Equation 2}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient representing the effect of Knowledge Sharing (KS) on Idea Promotion (IP),
- ϵ is the error term.

This formulation assumes a linear relationship between Knowledge Sharing and Idea Promotion.



H1c: Knowledge Sharing (KS) significantly predicts Idea Implementation (II)

The structural model (regression framework) for this hypothesis is written as:

$$II = \beta_0 + \beta_1 \cdot KS + \epsilon \dots \dots \dots \text{Equation 3}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient representing the effect of Knowledge Sharing (KS) on Idea Implementation (II),
- ϵ is the error term.

This formulation assumes a linear relationship between Knowledge Sharing and Idea Implementation.

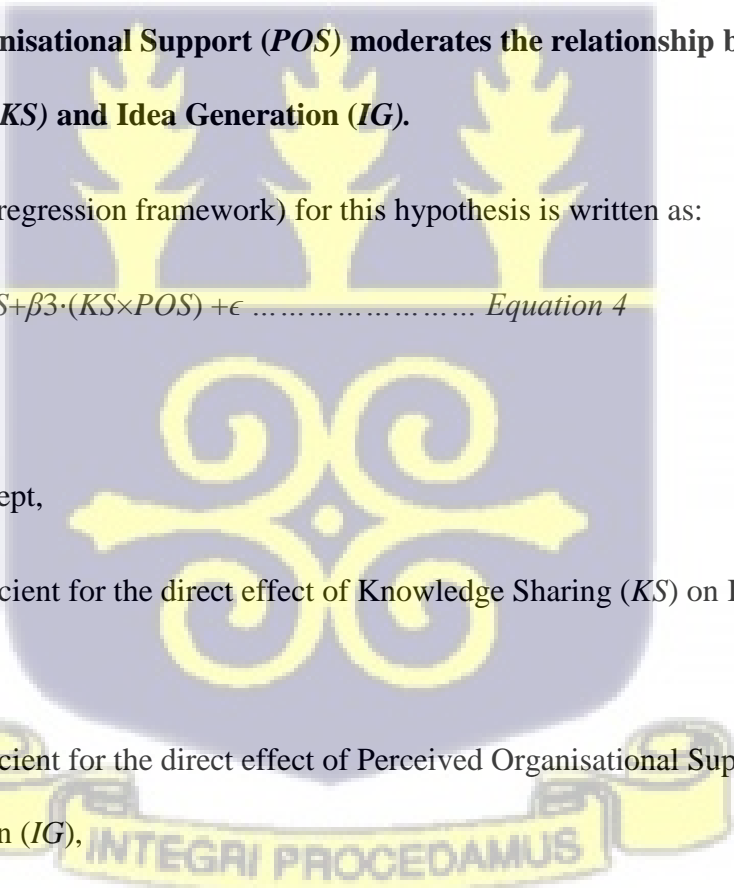
H2a: Perceived Organisational Support (POS) moderates the relationship between Knowledge Sharing (KS) and Idea Generation (IG).

The structural model (regression framework) for this hypothesis is written as:

$$IG = \beta_0 + \beta_1 \cdot KS + \beta_2 \cdot POS + \beta_3 \cdot (KS \times POS) + \epsilon \dots \dots \dots \text{Equation 4}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient for the direct effect of Knowledge Sharing (KS) on Idea Generation (IG),
- β_2 is the coefficient for the direct effect of Perceived Organisational Support (POS) on Idea Generation (IG),
- β_3 is the coefficient for the interaction term (KS×POS), representing the moderating effect of POS on the relationship between KS and IG,



- ϵ is the error term.

This formulation tests whether the effect of *KS* on *IG* depends on the level of *POS*.

H2b: Perceived Organisational Support (POS) moderates the relationship between Knowledge Sharing (KS) and Idea Promotion (IP)

The structural model (regression framework) for this hypothesis is written as:

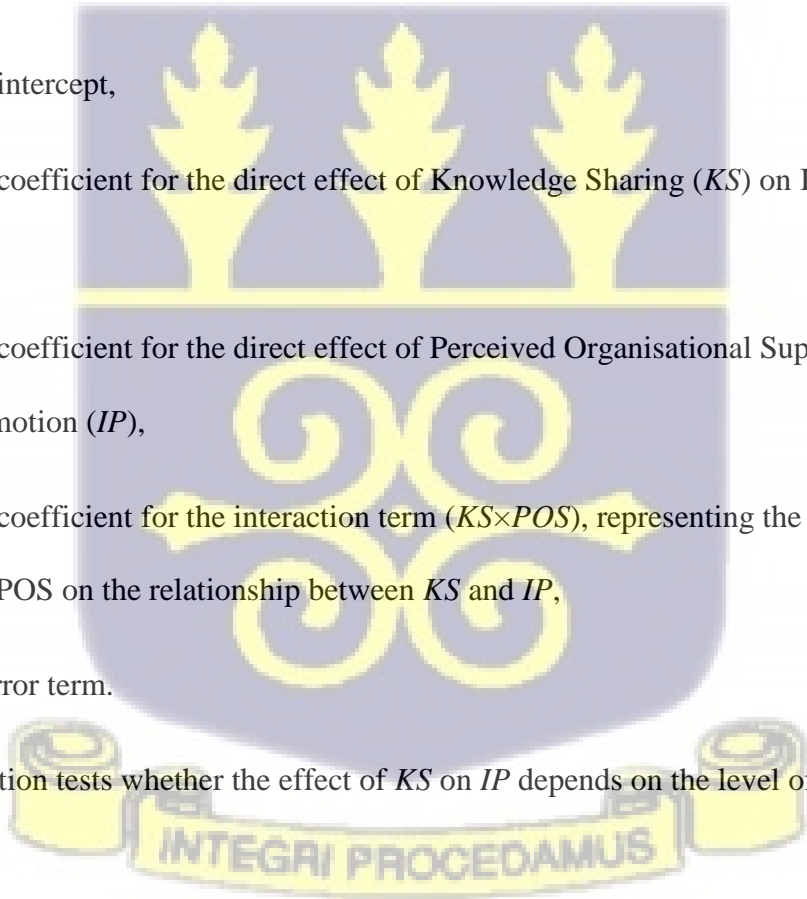
$$IP = \beta_0 + \beta_1 \cdot KS + \beta_2 \cdot POS + \beta_3 \cdot (KS \times POS) + \epsilon \dots\dots\dots \text{Equation 5}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient for the direct effect of Knowledge Sharing (*KS*) on Idea Promotion (*IP*),
- β_2 is the coefficient for the direct effect of Perceived Organisational Support (*POS*) on Idea Promotion (*IP*),
- β_3 is the coefficient for the interaction term ($KS \times POS$), representing the moderating effect of *POS* on the relationship between *KS* and *IP*,

ϵ is the error term.

This formulation tests whether the effect of *KS* on *IP* depends on the level of *POS*.



H2c: Perceived Organisational Support (POS) moderates the relationship between KS (Knowledge Sharing) and Idea Implementation (II)

The structural model (regression framework) for this hypothesis is written as:

$$II = \beta_0 + \beta_1 \cdot KS + \beta_2 \cdot POS + \beta_3 \cdot (KS \times POS) + \epsilon \dots \dots \dots \text{Equation 6}$$

where:

- β_0 is the intercept,
- β_1 is the coefficient for the direct effect of Knowledge Sharing (*KS*) on Idea Implementation (*II*),
- β_2 is the coefficient for the direct effect of Perceived Organisational Support (*POS*) on Idea Implementation (*II*),
- β_3 is the coefficient for the interaction term (*KS*×*POS*), representing the moderating effect of *POS* on the relationship between *KS* and *II*,
- ϵ is the error term.

This formulation tests whether the effect of *KS* on *II* depends on the level of *POS*.

3.15 Qualitative Data Analytical Method

The data analytical method adopted for the qualitative part of the study is the thematic analysis. More specifically, Braun and Clarke's (2021) approach was followed which entails a six-phase process for data engagement, coding and theme development. The six steps are: 1) data familiarisation and writing familiarisation notes; 2) systematic data coding; 3) generating initial themes from coded and collated data; 4) developing and reviewing themes; 5) refining, defining

and naming themes; and 6) writing the report. Based on the steps, the digitally recorded data were carefully listened to and transcribed verbatim. Similar statements were grouped and categorized under a common theme. The researcher selected participants' narratives that reinforced specific themes and used quotes to describe and support them. Additionally, the researcher's interpretation of the data was used to reinforce the co-creation of knowledge principle, which is a key aspect of the constructionist's paradigm (Asamoah & Oheneba-Sakyi, 2024; Smith & Osborn, 2003).

3.16 Trustworthiness of (Validity and Reliability) the Qualitative Research

While validity and reliability are basic quality standards in quantitative paradigms, according to Lincoln and Guba (1985), credibility, dependability, and transferability are crucial quality requirements in qualitative paradigms. The standards established by Lincoln and Guba (1985) served as the foundation for judging the rigour of the qualitative research in the current study.

Credibility

Researchers define credibility as the measure of the value and believability of research findings. This concept encompasses two essential processes: conducting the study in a plausible manner and demonstrating credibility, as outlined by Lincoln and Guba in 1985 and Beck in 2013. Credibility is directly linked to the researcher's capacity to convincingly portray an accurate representation of the issue under investigation. In this study, the researcher spent enough time in the field with the interviewees in order to completely understand the mechanisms underlying knowledge sharing among lecturers in the university. This was continued until there was absence of any additional data, suggesting data saturation. Lincoln and Guba (1985) opined that long-term engagement and observation can improve the credibility of research. Moreover, I checked with participants to confirm that their interviews were accurately recorded by reading over the

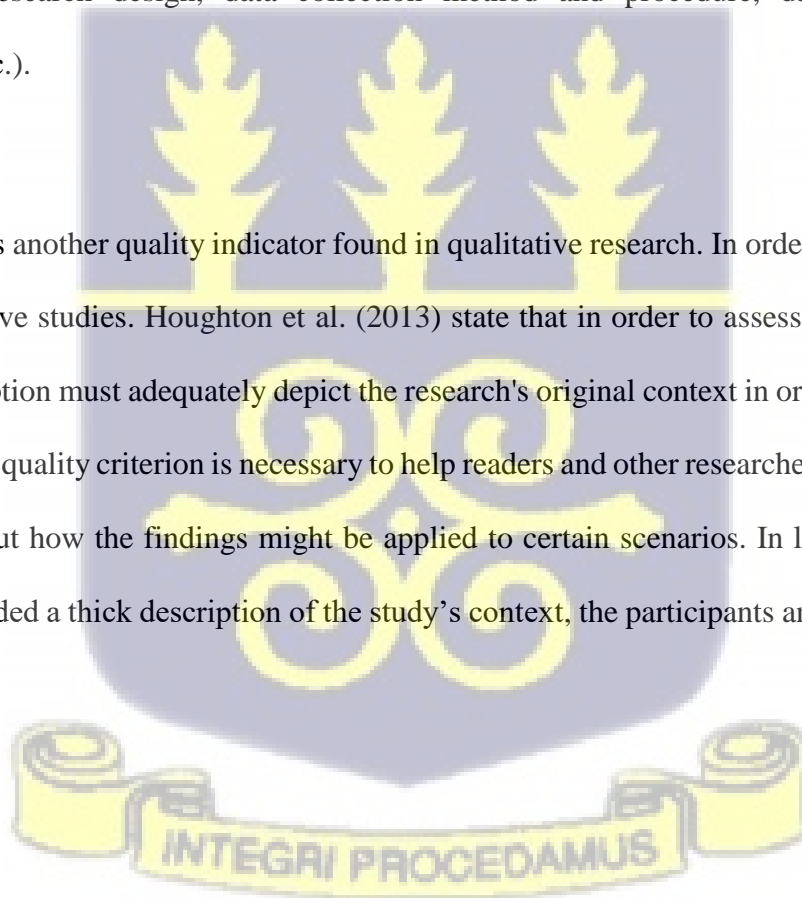
transcriptions. According to Stake and Schwandt (2006), permitting member-checking allows respondents to be aware of and react to their own words improving credibility.

Dependability

This quality criterion is similar to reliability and refers to how steady the study's data are and able to produce consistent results if tested with same or similar participants in the same or similar context. Horsburgh (2003) states that determining the reliability of a study requires analysing the process that was used to produce the final result and provide readers with recognisable, factual descriptions. Following this guideline, the researcher provided a detailed description of the methodology (research design, data collection method and procedure, data analysis and interpretation etc.).

Transferability

Transferability is another quality indicator found in qualitative research. In order to deal with this rigor in qualitative studies. Houghton et al. (2013) state that in order to assess transferability, a thorough description must adequately depict the research's original context in order for a decision to be made. This quality criterion is necessary to help readers and other researchers draw informed conclusions about how the findings might be applied to certain scenarios. In line with this, the researcher provided a thick description of the study's context, the participants and their selection.



CHAPTER FOUR

PRESENTATION OF RESULTS AND ANALYSIS

4.1 Introduction

In this chapter, the results are presented and discussed with the aim to examine the levels of knowledge sharing of academics in higher education institution; the relationship between knowledge and innovative work behaviour; the role of perceived organisational support in the linkage between knowledge sharing and innovative work behaviour as well as the motivation for knowledge sharing. Both the quantitative and qualitative data collected were presented and analysed utilising various statistical test. The initial section of this chapter provides an overview of the demographic features exhibited by the respondents. The subsequent sections of this study present the research findings in accordance with the research questions that were utilised to lead the investigation.

Quantitative Analysis

4.2 Respondents' Demographic Information

The data utilised in the analysis were collected from a sample of 364 teaching staff who effectively participated in the study. Though the estimated sample size was 440, the response rate of 82.72% was obtained after the data collection process. According to scholarly sources (e.g., Holtom et al., 2022; Wu et al., 2022), it has been observed that response rates of 50%, 60%, and 75% are considered adequate, satisfactory, and excellent, respectively. Therefore, a response rate of 82.72% is considered excellent for data analysis.

The demographic information of the participants was collected and recorded. The variables of interest in this study include gender, age, and years of job experience, educational qualification and faculty or school the academics belong to in the university. Table 4.1 and Table 4.2 provide summary of the demographic details obtained from the close-ended and the open-ended set of demographic variables respectively. The study adopted both the close-ended (respondents were asked to choose from a predefined set of responses) and the open-ended questions (respondents were asked to write their responses) to elicit responses on participants' demographic characteristics.

Descriptive statistics is considered an important analytical tool to provide a description of sample or population characteristics. For instance, Kumatongo and Muzata (2021) highlight that, descriptive statistics facilitate the identification of patterns and trends within the data. For example, summarizing the age distribution of participants can reveal the predominant age group involved in the study, which might influence the interpretation of the results. Similarly, understanding the gender distribution can help identify any potential biases or gaps in the data collection process. Furthermore, descriptive statistics aid in the transparency and replicability of research. By clearly presenting the demographic characteristics of the sample, other researchers can better understand the study's context and potentially replicate it in different settings (Creswell, 2014). This transparency enhances the credibility and reliability of the research findings. Because of this, the study adopted frequency and percentage as the descriptive measures of sample demographics.

From Table 4.1, data acquired from the gender of the respondents show that there were 124 more males than females, reflecting a considerably higher masculine than female voice in the responses made. The male (n=244, 67%) lecturers who participated in the study were more than twice the

number of the female lecturers ($n=120$, 33%). This was not a gender biased sampling but a reflection of the gender statistics of the context in which the study was carried out. According to the Basic Statistics (2023) published by the University of Education, Winneba, the male lecturers were 411 while the female were 146. With reference to academic qualification, majority of the participants had a terminal degree; PhD ($n=198$, 54.40%). On the other hand, the others indicated to have Mphil./MSc. and MBA/MA with frequencies of 146 and 20 representing 40.11% and 5.49.% respectively. This is an indication that most of the respondents have the required academic qualification needed to teach at the tertiary level.

Finally, on the issue of academic qualification, most of the respondents, with the frequency of 74 representing 20.33%, indicated that they work in the Faculty of Science Education. Followed by respondents who work in the Faculty of Social Sciences Education with a frequency of 68 representing 18.68%. Academic staff working in the Foreign Languages Education and Communication Faculty followed with a frequency of 48, representing 13.20%. Then, those who work in the Faculty of Educational Studies and the School of Business were next, with frequencies of 43 and 45 representing 12.36% and 11.81%, respectively. Next, those working in the School of Creative Arts and the Faculty of Ghanaian Languages Education followed with a frequency of 41 and 30 representing 11.21 % and 8.24 % respectively. Lastly, the minority of the respondents, with a frequency of 15 representing 4.12% of the entire sample studied indicated they work in the Faculty of Home Economics Education. Based on the adoption of the stratified random sampling, participants were proportionately selected from the various academic faculties of the University.

Table 4. 1 Close-Ended Demographic Information of Survey Participants

Variable	Responses	Frequency	Percent (%)
Gender	Male	244	67
	Female	120	33
Academic Qualification	PhD	198	54.40
	MPhil/MSc	146	40.11
	MBA/MA	20	5.49
Academic Faculties	Faculty of Social Sciences Education	68	18.68
	School of Business	43	11.81
	Faculty of Educational Studies	45	12.36
	Faculty of Foreign Languages Education and Communication	48	13.20
	Faculty of Ghanaian Languages Education	30	8.24
	School of Creative Arts	41	11.26
	Faculty of Science Education	74	20.33
	Faculty of Home Economics Education	15	4.12

Source: Field Data (2024)

Table 4.2 presents a concise overview of the demographic information obtained from the open-ended questions where respondents were expected to submit their own responses rather than selecting from a predefined list of options. Under the open-ended questions, respondents were asked to mention the duration that they have been employed at their present University. The modal year is 2 years for the length of service. the data indicates that most of the respondents have

worked in the university for 2 years. The data further shows that the teaching staff of the university are relatively youthful, with the modal year being 40 years (16.5%).

Table 4. 2 Open-ended Demographic Information of Survey Participants

Variable	Minimum	Maximum	Mode	Modal (%)
Length of service	1 year	19 years	2 years	17.6
Age	25 years	53 years	40 years	16.5

Source: Field Data (2024)

4.3 Data Screening

Upon retrieving the data from the study participants, the data was encoded and entered into SPSS version 21. Subsequently, the data underwent meticulous screening to assess several attributes such as the existence of missing values and adherence to normality. According to Pallant (2013), this is necessary to verify the assumptions required for conducting multivariate analysis.

4.3.1 Missing Data

Upon collecting data from respondents and inputting it into SPSS version 21.0, it became necessary to scrutinise the data to detect and address missing values, as well as identify any outliers. According to Graham and Graham (2012), missing data poses a significant danger to the validity of research and is an often-encountered issue. Therefore, it requires careful consideration before doing additional statistical analysis. Missing data is a frequent occurrence while conducting research involving human subjects, as they may choose not to fully complete or only partially finish the data collection instrument for various reasons, such as fatigue or discomfort with certain questions or comments. When missing data reaches at least 10% of the overall data, it is a cause for concern. This is because such a situation might have a detrimental impact on the

outcome of data analysis. The results may not accurately represent the true nature of the data that was collected (Enders, 2022). Study results from the SPSS Missing Value Analysis (MVA) indicated that there were no missing data from the quantitative data collected for the study analysis. This is achievable because according to Kang (2013), conducting a preliminary pilot study prior to the main trial can assist in detecting unforeseen issues that are likely to arise throughout the study, hence minimising the occurrence of incomplete data.

4.3.2 Normality Test

To verify the hypothesis that the variables used in this study followed a normal distribution, the researcher computed the skewness and kurtosis values, which are indicators of the shape of the distribution using the descriptive statistical test in the SPSS. Hair et al (2017) asserted that normal data have skewness statistic value between 0 to -2 and +2 and kurtosis between 0 to -7 and +7. Hence, skewness and kurtosis values above this threshold indicates normality problem. All the constructs in the present study have skewness and kurtosis values between 2 and 7 respectively as postulated by Hair et al. (2017) which indicates that the data set was normally distributed and fit for further parametric test and other multivariate data analysis. Table 4.3 presents the results for the skewness and kurtosis.

Table 4. 3 Descriptive Statistics

	Mean	Std. Deviation	Skewness	Kurtosis
KS_OC	5.55	1.17	-1.33	1.87
KS_PI	5.30	1.32	-1.26	1.53
KS_WC	4.97	1.34	-.72	-.01
KS_CP	4.49	1.41	-.52	-.41
IW_IG	5.63	1.21	-1.10	.67
IW_IP	5.15	1.30	-.61	-.58
IW_IMP	5.42	1.30	-.82	-.30
POS	4.50	1.38	-.19	-.67
KS	5.08	1.07	-.94	1.17

NB: KS_OC = Knowledge Sharing_Organisation al Communication; KS-PI= Knowledge Sharing personal interaction; KS_WC= Knowledge Sharing written contribution KS_CP= Knowledge Sharing communities of practice; IW_IG=Idea generation; IW_IP=Idea Promotion; IW_IMP=Idea Implementation; POS=perceived organisational support; KS= Knowledge Sharing.

Source: Field Data (2024)

4.4 Prevalence of Knowledge Sharing among Study Respondents

The first objective of the study sought to assess the prevalence of knowledge sharing behaviour among academics in the higher education institution. To achieve this research objective, the study adapted Ramayah et al. (2014) four-dimensional scale for assessing academics' level of knowledge sharing behaviour. The four dimensions entail determining the academics' level of written contribution, personal interaction, organisational communication and communities of practice with regards to knowledge sharing practices in the academic context. The responses of the adapted instrument were measured on a 7-point Likert scale ranging from 1 to 7 indicating strongly disagree to strongly agree respectively.

The results as presented in Table 4.3 shows that organisational communication as a dimension of knowledge sharing behaviour engaged by the academics recorded the highest mean score than all the other dimensions (M= 5.5, SD=1.17). This means that the academics disseminate knowledge more through individuals to groups or teams via formal gatherings, such as meetings or workshops, as well as through social interactions, such as conversations during meetings or presentations in seminars. In addition, personal interactions component which pertains to the behaviour of persons providing information through informal social interactions during personal encounters recorded the next highest mean score (M= 5.30, SD=1.32). This behaviour encompasses colleagues engaging in conversations in the corridor, over lunch, or even online, as well as providing assistance to other academics who seek their help

Furthermore, written contribution of academics obtained the third mean score (4.97, SD=1.34). The indicators of their written contribution were publication of articles in journals (local or international), book chapters etc., magazines, or newsletters, share documentation from personal files related to current work. The written contribution dimension involves the transmission of knowledge from one individual to another through a document route. Though it has been reported that activities in this dimension provides a lot of intrinsic and extrinsic motivation for academics, the participants in this study did not perceive it as the highest dimension of knowledge sharing.

Finally, the lowest mean score reported by the academics is the communities of practice dimension of knowledge sharing (M=4.49, SD=1.41). This means that the existence of informal groups through which individuals alternate to lead discussion in order to disseminate knowledge is mostly not utilized by the academics in the present study. In summary, the level of knowledge sharing behaviour among the study respondents was high on all the four defining dimensions of knowledge sharing in the higher education institution.

4. 5 Correlational Analysis

4.5.1 Correlation Analysis among Study Variables

The correlation analysis presented in Table 4.4 examines the relationships among nine key variables, namely Gender, Age, Length of Service, Academic Qualification, Knowledge Sharing Behaviour, Perceived Organisational Support, and the three dimensions of Innovative Work Behaviour (Idea Generation, Idea Promotion, and Idea Implementation). Pearson's correlation coefficient (r) was employed to determine the direction and strength of the linear relationships among the variables.

Table 4. 4 Correlation Analysis among Study Variables

	1	2	3	4	5	6	7	8	9
1 Gender	-								
2 Age	-.080	-							
3 Length of Service	.001	.623**	-						
4 Academic Qualification	-.074	.140**	.018	-					
5 Knowledge Sharing Behaviour	-	-.005	.043	-.015	-				
6 Perceived Organisational Support	.134*	-.042	-.183**	-.100	-.044	.018	-		
7 Innovative Work Behaviour_Idea Generation	-.096	.007	.034	.048	.727**	.426**	-		
8 Innovative Work Behaviour_Idea Promotion	-.061	.027	.102	.024	.538**	.265**	.543**	-	
9 Innovative Work Behaviour_Idea Implementation	-.074	-.030	.027	.056	.596**	.344**	.738**	.708*	-

Source: Field Data (2024). *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis in Table 4.4 showed that there was a significant positive relationship between academics' knowledge sharing behaviour and innovative work behaviour. Specifically, knowledge sharing had a strong positive association with idea generation ($r = .727$, $p < 0.01$) which implies that an increase in academics' knowledge sharing behaviour is likely to result in an increase in their innovative idea generation. Similarly, knowledge sharing had a moderate positive relationship with innovative idea promotion ($r = .538$, $p < 0.01$). This is indicative that a rise in the level of knowledge sharing can motivate the academics to engage innovative idea promotion. Also, knowledge sharing had a moderate positive relationship with innovative idea implementation ($r = .596$, $p < 0.01$) which indicates that an increase in the level of knowledge sharing among lecturers will lead to an increment in their innovative idea implementation behaviour.

With regards to the demographic characteristics of the respondents and the constructs under investigation, gender had no significant correlation with any of the study variables. The coefficients ranged from $r = -.042$ to $r = .001$, indicating very weak relationships. This implies that gender did not significantly influence employees' knowledge sharing, perceived support from the organisation, or innovative behaviours. Additionally, Length of Service had no significant association with any of the key outcome variables. This suggests that the duration employees have spent in the organisation does not directly influence their knowledge sharing behaviour, perception of organisational support, or involvement in innovative work activities. Academic Qualification also showed no meaningful correlation with Knowledge Sharing Behaviour, Perceived Organisational Support, or any of the innovative work behaviour dimensions, with correlation coefficients ranging from $r = -.044$ to $r = .056$. This implies that higher educational attainment did not necessarily result in enhanced innovation or support perception within the organisation.

Becker (2005), posits that for demographic variables to be utilized as control variables in a model, there must be a significant association between these variables and the dependent variables. In the current study, none of the demographic variables exhibited a significant relationship with the dependent variables (latent endogeneous variables); hence, they were not included as controls in the estimated model.

4.6 Structural Equation Modelling Analysis

The structural equation modelling analysis technique that was used to analyse the data for the current study has two components, the measurement model – which relates to item loadings; and the structural model – which relates to path coefficient measures.

4.6.1 Reflective Measurement Model Assessment

Initially, the evaluation of PLS-SEM data entails scrutinizing the measurement models. Once the measurement models satisfy all the necessary criteria, researchers must subsequently evaluate the structural model (Hair et al., 2017a). The measurement model estimated in the study entails five key latent constructs (i.e., knowledge sharing, perceived organisational support, idea generation, idea promotion and idea implementation).

Examination of the Indicator Loadings.

Initial examination of the reflective measuring model requires scrutinizing the indicator loadings. Loadings exceeding 0.708 are advised, as they signify that the construct accounts for over 50% of the indicator's variability, hence ensuring satisfactory item reliability (Hair *et al*, 2019). Based on this criteria and rule of thumb, the researcher estimated the factor loadings in order to determine how well the various items load unto the main latent variables in the study. The items that met the recommended criterion of 0.7 were retained, whereas items below the threshold of 0.7 were removed (Hair et al., 2014). The items of the other constructs met the threshold and were therefore kept for further analysis. The achievement of the requisite threshold for all the indicator loadings for the various latent variables also ensured the improvement in the attainment of overall model fit. The results are presented in Figure 4.1. and Table 4.5.



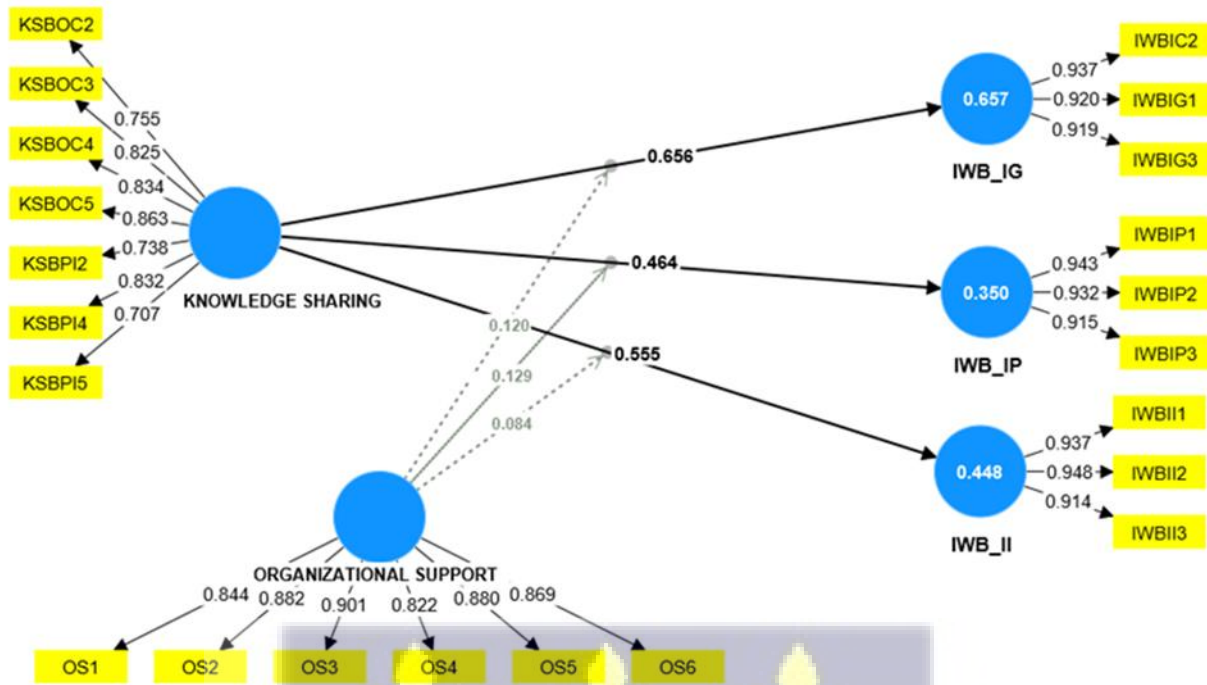


Figure 4.1 The CFA Model Measurement with Standardised Item Loadings.

Source: Field Study (2024)

Constructs Reliability and Validity

In assessing internal consistency reliability under SMART PLS, composite reliability is preferred over the Cronbach's Alpha. According to Hair *et. al.* (2019), with composite reliability, "the items are weighted based on the construct indicators' individual loadings and, hence, this reliability is higher than Cronbach's alpha. Hence, the construct reliability was estimated using the composite reliability. As indicated in Table 4.5, all the constructs under consideration have composite reliability greater than the threshold of 0.70.

Also, the reflective measurement model assessment examined the convergent validity of each construct. Convergent validity refers to the degree to which the construct effectively explains the variability of its items. The average variance extracted (AVE) is the metric used to assess the

convergent validity of a construct, calculated by averaging the variances extracted from all the items within the construct. Adequate AVE is defined as 0.50 or above, which suggests that the construct accounts for at least 50 percent of the variability in its elements (Hair *et. al.*, 2019). A cursory examination of Table indicates that all the constructs have AVE values of above 0.50., with the least reported AVE value being .633.

Table 4. 5 Reliability and Validity of Items

Constructs	Indicators	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extract	VIF
Knowledge Sharing			0.902	0.923	0.633	
	KSBOC2	0.755				1.928
	KSBOC3	0.825				2.800
	KSBOC4	0.834				3.424
	KSBOC5	0.863				4.497
	KSBPI2	0.738				2.565
	KSBPI4	0.832				3.443
	KSBPI5	0.707				1.993
Perceived Org. Support			0.934	0.948	0.751	
	OS1	0.844				2.714
	OS2	0.882				3.756
	OS3	0.901				3.940
	OS4	0.822				2.680
	OS5	0.880				4.604

	OS6	0.869			4.163
Innovative Work Behaviour_Idea Generation			0.916	0.947	0.857
	IWBIG2	0.937			3.715
	IWBIG1	0.920			2.946
	IWBIG3	0.919			3.267
Innovative Work Behaviour_Idea Promotion			0.922		
				0.950	0.865
	IWBIP1	0.943			3.955
	IWBIP2	0.932			3.859
	IWBIP3	0.915			2.897
Innovative Work Behaviour_Idea Implementation			0.926	0.953	0.871
	IWBII1	0.937			3.651
	IWBII2	0.948			4.511
	IWBII3	0.914			3.173

Source: Field Data (2024)

Discriminant Validity

In assessing the model fit in the measurement model, discriminant validity for the constructs were estimated. Discriminant validity refers to the degree to which a construct is empirically separate from other constructs in the structural model. This correlation measures the extent to which the construct shares variance with other constructs that are measured reflectively in the structural

model. In their 1981 study, Fornell and Larcker introduced a conventional measurement approach. They recommended that the square root of the Average Variance Extracted (AVE) by a construct must be greater than the correlation between the construct and any other construct. The covariation among all model constructs should not exceed their average variance extracted (AVE).

Table 4. 6 Fornell-Larcker Criterion

		1	2	3	4	5
1	Innovative Work Behaviour_Idea Generation	.926				
2	Innovative Work Behaviour_Idea Implementation	.738	.933			
3	Innovative Work Behaviour_Idea Promotion	.546	.709	.930		
4	Knowledge Sharing	.793	.657	.576	.795	
5	Organisational Support	.434	.358	.282	.408	.867

Source: Field Data (2024)

Similarly, Henseler et al. (2015) proposed the heterotrait-monotrait (HTMT) ratio of the correlations to assess discriminant validity. According to Hair et al (2019), HTMT ratio should be less than 0.90 for structural models with constructs that are conceptually very similar and 0.85 for conceptually distinct constructs. The results of the HTMT ratio criterion for discriminant validity are presented in Table 4.7 which indicated that the scales were discriminately valid. It can be concluded that from both criteria, discriminant validity has been achieved.

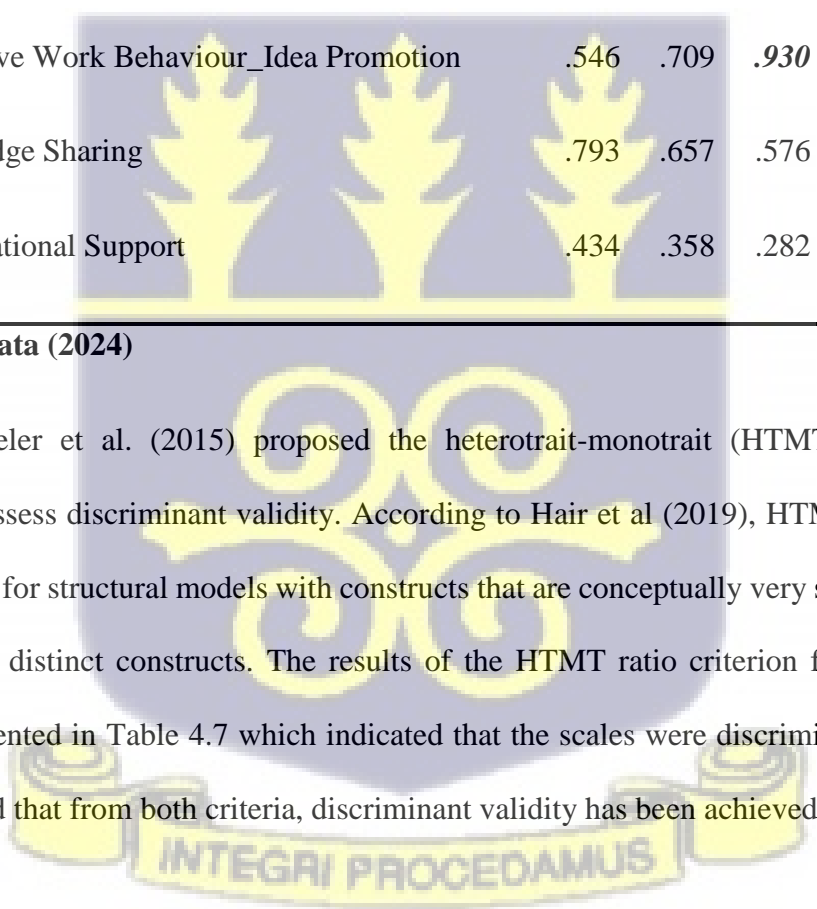


Table 4. 7 Heterotrait-Monotrait Ratio (HTMT) - Matrix

	1	2	3	4	5
1 Innovative Work Behaviour_Idea Generation Innovative Work Behaviour_Idea					
2 Implementation	0.800				
3 Innovative Work Behaviour_Idea Promotion	0.592	0.767			
4 Knowledge Sharing	0.864	0.710	0.627		
5 Organisation al Support	0.461	0.371	0.288	0.436	

Source: Field Data (2024)

4.6.2 Structural Model Assessment and Hypotheses Testing

Once the measurement model assessment is deemed satisfactory, the subsequent stage in reviewing PLS SEM data involves assessing the structural model. The structural model assessment also helped to test the study hypotheses. The structural model assessment emphasized the direction and strength by means of the path coefficient (β); coefficient of determination (R^2); effect size (f^2) and the level of significance with p-values using 5000 bootstrap samples. The term "bootstrap" denotes a non-parametric method for assessing the precision of the PLS benchmark (Wong, 2013). This enabled the researcher to evaluate the empirical relevance of the path coefficients. The criterion for the statistical conclusion was established at a 5% significance level ($p < 0.05$). The extent of homogeneity in factor estimations among the constructs indicated by the t-value values was utilised to determine the subsequent significance level. The summary of the structural model's results is presented in Tables 4.8 and 4.9

Table 4. 8 Direct Relationship among Study Constructs

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	<i>P</i> values
Knowledge Sharing → Idea Generation	0.656	0.657	0.046	14.403	0.000
Knowledge Sharing → Idea Implementation	0.555	0.558	0.060	9.301	0.000
Knowledge Sharing → Idea Promotion	0.464	0.467	0.065	7.184	0.000
Organisational support → Idea Generation	0.150	0.151	0.036	4.209	0.000
Organisational support → Idea Promotion	0.075	0.076	0.051	1.457	0.145
Organisational support → Idea Implementation	0.121	0.122	0.046	2.620	0.009

Source: Field Data (2024)

4.6.3 Moderation Analysis

When a third construct—commonly referred to as a moderator—is introduced, it can influence the nature of the relationship between two related variables, signalling the presence of a moderating effect (Baron & Kenny, 1986). Moderating variables are independent factors that affect the strength and/or direction of the relationship between an independent and a dependent variable (Gardener et al., 2017; Froese et al., 2019). To examine such effects, researchers often create interaction terms by multiplying the independent variable with the moderating variable,

thereby assessing their combined influence on the dependent variable (Becker et al., 2023). In this study, perceived organisational support is introduced as a moderating variable to determine whether it alters the relationship between the independent variable (knowledge sharing) and the dependent variables (idea generation, idea promotion, and idea implementation). Some authors (e.g. Baron & Kenny, 1986; Gogineni et al., 1995; Memon et al., 2019) have proposed that it is wise to move forward with moderator analyses when they do not exhibit a significant relationship with the independent variable. They contend that this absence of relationship aids in the distinction between moderators and mediators.

It is anticipated that the mediator will have some connection to both of the relationship's dimensions i.e the predictor and outcome constructs. In relation to the present study, the correlation between perceived organisational support and the independent variable was not statistically significant, according to the correlation matrix (Table 4.6), theoretically supporting the requirement put forth by Baron and Kenny (1986), and Gogineni et al. (1995). From Table, the correlations coefficients between knowledge sharing and perceived organisational support was ($r = .018, p > .05$). Based on the correlation coefficient, it is observed that the predictor variable has a weak negative relation with the moderator and the link reported was not statistically significant. This result paved way for the researcher to conduct moderation analysis.

The moderating effect of perceived organisational support in the relationship between knowledge sharing and innovative work behaviour dimensions were examined. The results are presented in the Smart PLS structural equation model output in Table 4.9 and Fig.4.1

Table 4. 9 Moderating Effect of Perceived Organisational Support

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Organisational Support x Knowledge					
Sharing → Idea Generation	0.120	0.120	0.034	3.548	0.000
Organisational Support x Knowledge					
Sharing →Idea Implementation	0.084	0.084	0.057	1.476	0.140
Organisational Support x Knowledge					
Sharing → Idea Promotion	0.129	0.128	0.057	2.247	0.025

Source: Field Data (2024)

4.6.4 Predictive Relevance, Predictive Power, Effect Size and Model Fit

The predictive relevance and the predictive power of the inner model of this study were assessed with the values of cross-validated redundancy (Q^2) and the R^2 respectively. The study utilized the f^2 for the effect size whilst the model fit assessment was evaluated with the Standardised Root Mean Square Residual (SRMR) and the Normed Fit Index (NFI).

Table 4. 10 Effect Size; Predictive Relevance, Predictive Power and Model Fit

	F^2	R^2	Q^2	SRMR	NFI
Knowledge Sharing → Idea Generation	0.723	0.657	0.649		
Knowledge Sharing →Idea Implementation	0.321	0.448	0.432		
Knowledge Sharing →_Idea Promotion	0.190	0.350	0.330		
Organisation al Support x Knowledge Sharing → Idea Generation	0.038				
Organisation al Support x Knowledge Sharing → Idea Implementation	0.011				
Organisation al Support x Knowledge Sharing → Idea Promotion	0.023				
				0.066	0.788

Source: Field Data (2024)

NB: SRMR = Standardised Root Mean Square Residual, NFI = Normed Fit Index

From Table 4.10, the study reported f^2 values of 0.72 for knowledge sharing and idea generation; 0.32 for knowledge sharing and idea implementation and 0.190 for knowledge sharing and idea promotion representing a small, medium, and large effect size, respectively (Hair et al., 2021). Also, f^2 values ranged from 0.038; 0.011 to 0.023 for Organisational Support, Knowledge Sharing and Idea Generation, Organisational Support, Knowledge Sharing and Idea Implementation and Organisational Support, Knowledge Sharing and Idea Promotion respectively which represent a small effect size (Hair et al., 2021).

The R^2 values of all endogenous constructs were evaluated to determine the percentage of variation elucidated in each endogenous construct and the model's in-sample predictive accuracy. The R^2 values span from 0 to 1, with elevated levels indicating enhanced predictive accuracy (Henseler et al., 2015). Hair et al. (2021) classify R^2 values of 0.75, 0.50, and 0.25 as substantial, moderate, and weak, respectively. In this study, R^2 values of the endogenous constructs show that knowledge sharing explains 0.657, 0.448 and .350 of the variances in idea generation, promotion and implementation respectively. By implication, knowledge sharing explains 65.7% of the variance in idea generation as a dimension of innovation work behaviour. This is an indication of a substantial variation in idea generation being explained by knowledge sharing. Also, knowledge sharing explains 35.0% of the variance in idea promotion. Finally, knowledge sharing explained 44.8% of the variance in idea implementation which is a moderate variance explained

The Q^2 measures predictive relevance by examining how well the model predicts the endogenous constructs. According to Hair et al (2019), Q^2 values of <0 , $> .25$, and $> .50$ can be described as weak, moderate, and strong, respectively. The results in Table 4.9 revealed a strong model

predictive relevance with Idea Generation ($Q^2=0.649$), Idea Implementation ($Q^2 =0.432$) and Idea Promotion ($Q^2=.330$). This is evident that the study's structural model has a strong acceptable predictive relevance.

To examine whether the estimated model captures the data well (that it fits well), the study adopted Standardised Root Mean Square Residual (SRMR) and the Normed Fit Index (NFI) values. Henseler et al. (2015), opined that an SRMR value of less than .08 is considered excellent and values between .08 and 1 are acceptable. The results indicated that the conceptualized model fits the data as the SRMR value of .066, which is below .08, and the Normed Fit Index (NFI) value of .788 is more than .50, met the various threshold criteria. An NFI value greater than .5 is considered acceptable while values between .70 and 1 are considered excellent (Dijkstra & Henseler, 2015)

4.7 Hypotheses Testing

4.7.1 Knowledge Sharing Behaviours and Innovative Idea Generation

Hypothesis 1a: Knowledge sharing behaviours will positively and significantly predict innovative idea generation.

As specified in chapter one, the second objective of this study was to examine the relationship between knowledge sharing and innovative work behaviours. In line with this objective, the first hypothesis of this study sought to test the predictability of knowledge sharing on idea generation. The findings of the PLS-SEM in Table 4.8 showed that the path from knowledge sharing and idea generation was positive and significant, i.e., ($\beta= 0.656$, t -statistic = 14.403, $p < 0.001$). Thus, it could be inferred from the analysis that, knowledge sharing behaviour significantly predicted idea generation positively with an original sample coefficient of 0.656 (i.e., 65.6%), t -statistics of

14.403 and a significance value of 0.000. This, in essence, confirms that a 1% positive change in the exchange of ideas, information and experiences will result in a 65.6% improvement in innovative idea generation, holding all other factors constant. Hence, the hypothesis was supported.

4.7.2 Knowledge Sharing Behaviours and Innovative Idea Promotion

Hypothesis 1b: *Knowledge sharing behaviours will significantly predict Innovative Idea Promotion.*

This second hypothesis sought to assess the degree to which knowledge sharing behaviours predicts Innovation Idea Promotion a Ghanaian Higher Education Institution. The overall structural model as seen in Figure 4.1 and the presentation in Table 4.8 show that knowledge sharing behaviours significantly predict Innovative Idea Promotion ($\beta = 0.464$, t-statistic = 7.184, $p < 0.001$). The original sample coefficient value of $\beta = .464$ suggests that when knowledge sharing behaviour increases, innovative idea promotion also increases, and this is statistically significant. Holding other factors constant, the result shows that high levels of innovative work behaviours are associated with high levels of innovative idea promotion. Thus, the formulated hypothesis was confirmed.

4.7.3 Knowledge Sharing Behaviours and Innovative Idea Implementation

Hypothesis 1c: *Knowledge Sharing Behaviours will significantly predict Innovative Idea Implementation positively.*

The third hypothesis examined Knowledge Sharing Behaviours (KSBs) as an explanatory variable on Innovative Idea Implementation (IDI), which was in line with the first objective to assess the relationship between knowledge sharing behaviours and innovative work behaviours. The findings in Table 4.8 indicated that the relationship between KSBs and Innovative IDI was

positive and significant ($\beta = .555$, t -statistic = 9.301, $p < 0.001$). Thus, the results from the SEM analysis indicates that KSBs had a significant positive effect on innovative IDI with an original sample coefficient of 0.555 (i.e., 55.5%), t -statistics of 9.301, and a significance value of 0.000 respectively. This, in essence suggests a positive relationship such that as knowledge sharing activities increases, there is a respective corresponding increase in the lecturers' innovative idea implementation. The study's Hypothesis 3a is therefore confirmed by the data.

Perceived Organisational Support and Innovative Work Behaviours

As part of the model estimated for testing the moderating role of perceived organisational support in the relationship between knowledge sharing and innovative work behaviours, the direct relationship between perceived organisational support and innovative work behaviours were generated. The findings as indicated in Table 4.8 are described below;

Perceived organisational support has a significant positive effect on idea generation. The original sample (O) value is (0.150), and the sample mean (M) is (0.151), indicating consistency in the data. The standard deviation (STDEV) is (0.036), suggesting that the responses are closely clustered around the mean. The T statistics value is (4.209), which is significantly high, and the P value is (0.000), indicating that this effect is statistically significant. This means that when employees feel supported by their organisation, they are more likely to generate new ideas.

In contrast, the effect of perceived organisational support on idea promotion is not statistically significant. The original sample value is (0.075), with a sample mean of (0.076). The standard deviation is (0.051), and the T statistics value is (1.457), which is below the critical value. The P value is (0.145), indicating that this relationship is not statistically significant. This suggests that perceived organisational support does not have a strong impact on the promotion of ideas within the organisation.

However, perceived organisational support was found to have a significant positive effect on idea implementation. The original sample value is (0.121), with a sample mean of (0.122). The standard deviation is (0.046), and the T statistics value is (2.620), which is above the critical threshold. The P value is (0.009), indicating statistical significance. Therefore, when employees perceive strong organisational support, they are more likely to implement new ideas effectively.

4.7.4 The Moderation Effect of perceived organisational support on the link between Knowledge Sharing and Innovative Idea Generation

Hypothesis 2a: *perceived organisational support will significantly moderate the relationship between knowledge sharing and innovative idea generation*

The other focus of the study was to find out whether organisational support moderates the relationship between Knowledge sharing and Innovative Work Behaviours (Innovative idea generation, promotion and implementation). In line with this, the study's fourth hypothesis was testing the moderation role of Perceived Organisational Support (POS) in the Knowledge Sharing behaviour (KSB) and Innovative Idea Generation (IIG) nexus. The PLS-SEM analysis results in Table 4.9 showed that perceived organisational support had significant interaction effect on the relationship between KSB and Innovative idea generation (Organisational Support x Knowledge Sharing → Innovative Idea Generation: $\beta=0.120$, t-statistic = 3.548, $p<0.01$). Thus, from the analysis, POS positively and significantly interacted with knowledge sharing in predicting innovative idea generation with an original sample coefficient of 0.120 (i.e., 12.0%), t-statistics of 3.548, and a significance value of 0.000. The standard deviation (STDEV) is relatively low at (0.034), suggesting that the data points are closely clustered around the mean. As explained, moderation effect is evoked by a variable whose variation affect the direction and or the strength of the relation between the exogenous latent and endogenous latent variables (Fassot et al, 2016).

This result means that when employees perceive strong organisational support, the positive impact of knowledge sharing on generating new ideas is further amplified. Hence, this formulated hypothesis was supported.

4.7.5 The Moderation Effect of perceived organisational support on the link between Knowledge Sharing and Innovative Idea Promotion

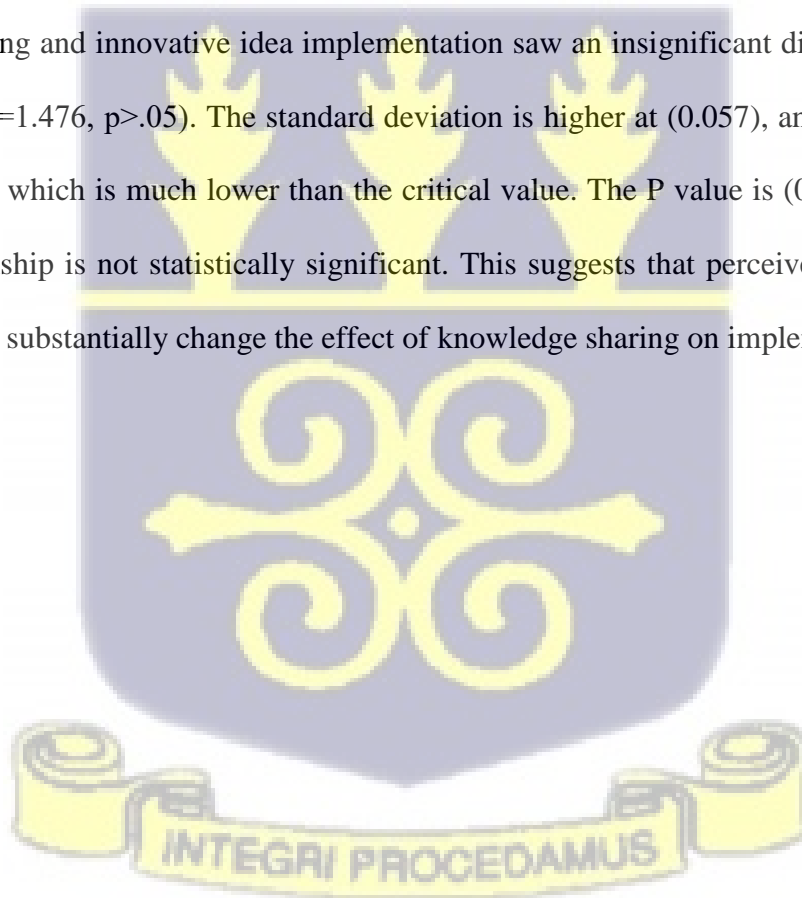
Hypothesis 2b: *perceived organisational support will significantly moderate the relationship between knowledge sharing and innovative idea promotion.*

Further, Table 4.9 discloses that the Perceived organisational support does have a significant positive moderating effect on the relationship between knowledge sharing and idea promotion. The original sample value is (0.129), and the sample mean is (0.128), showing good consistency. The standard deviation is (0.057), and the T statistics value is (2.247), which is above the critical threshold. The P value is (0.025), indicating statistical significance. This result suggests that perceived organisational support positively influences the strength of the relationship between knowledge sharing and innovative idea promotion. A positive β value means that as perceived organisational support increases, the positive impact of knowledge sharing on the promotion of innovative ideas also increases. Thus, employees who feel supported by their organisations are more likely to share knowledge freely and, in turn, contribute to the generation and promotion of innovative ideas.



4.7.6 The Moderation Effect of perceived organisational support on the link between Knowledge Sharing and Innovative Idea Implementation

Hypothesis 2c: perceived organisational support will significantly moderate the relationship between knowledge sharing and innovative idea implementation. This sixth hypothesis sought to assess the degree to which perceived organisational support interact in the relationship between knowledge sharing and innovative work behaviour of academics. The overall structural model as seen in Figure 4.1 as well as Table 4.9 shows that perceived organisational support does not significantly moderate the knowledge sharing and innovative work behaviour nexus. That is, the introduction of the moderator (perceived organisational support) in the relationship between knowledge sharing and innovative idea implementation saw an insignificant direct interactional effect ($\beta=.084$, $t=1.476$, $p>.05$). The standard deviation is higher at (0.057), and the T-statistics value is (1.476), which is much lower than the critical value. The P value is (0.140), indicating that this relationship is not statistically significant. This suggests that perceived organisational support does not substantially change the effect of knowledge sharing on implementing ideas.



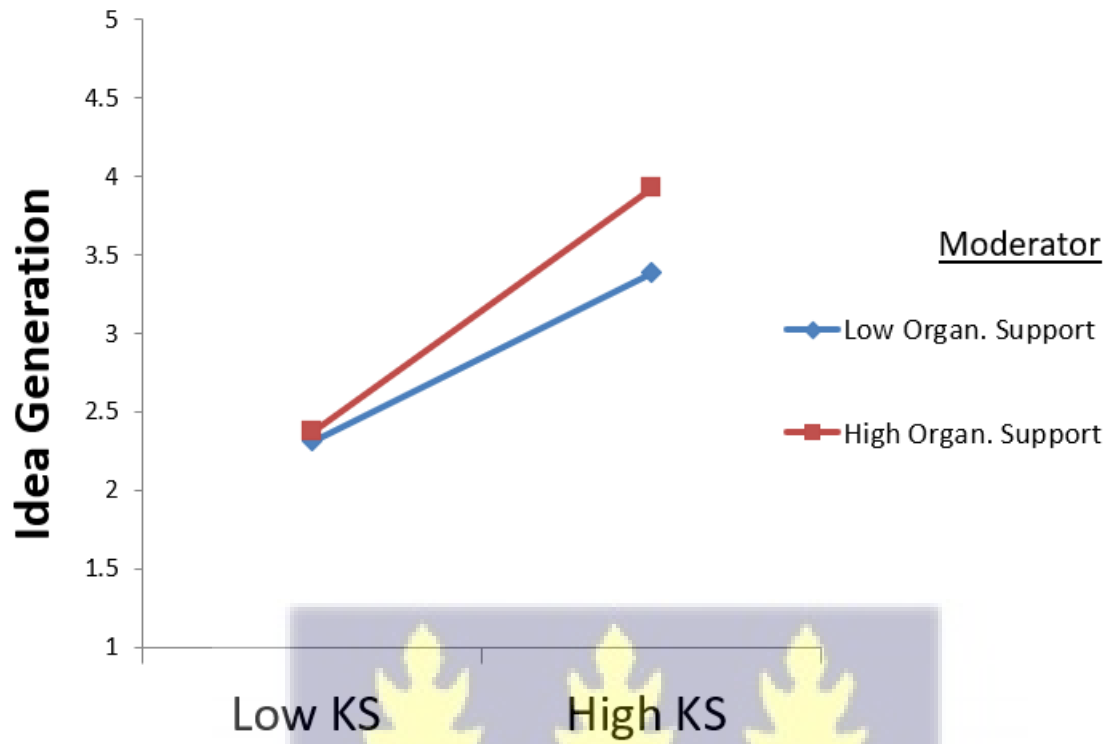


Figure 4. 2 Interactional Graphic; Organisational Support x Knowledge Sharing → Idea Generation.



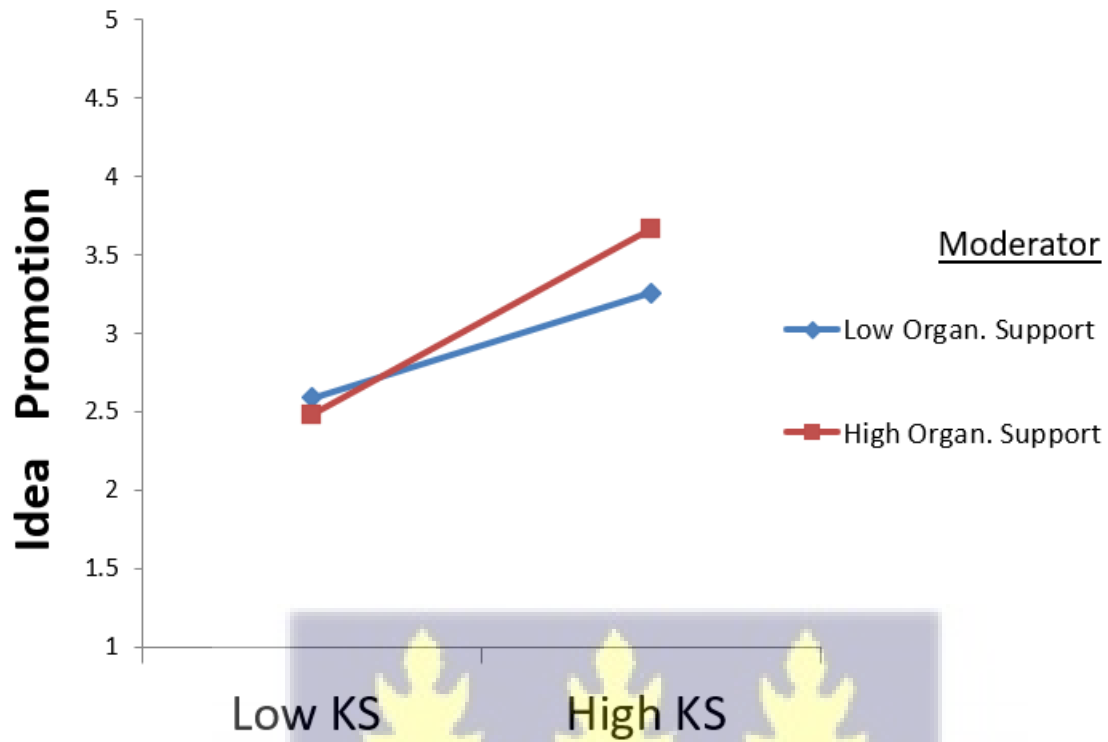


Figure 4. 3 Interactional Graph; Organisational Support x Knowledge Sharing → Idea Promotion



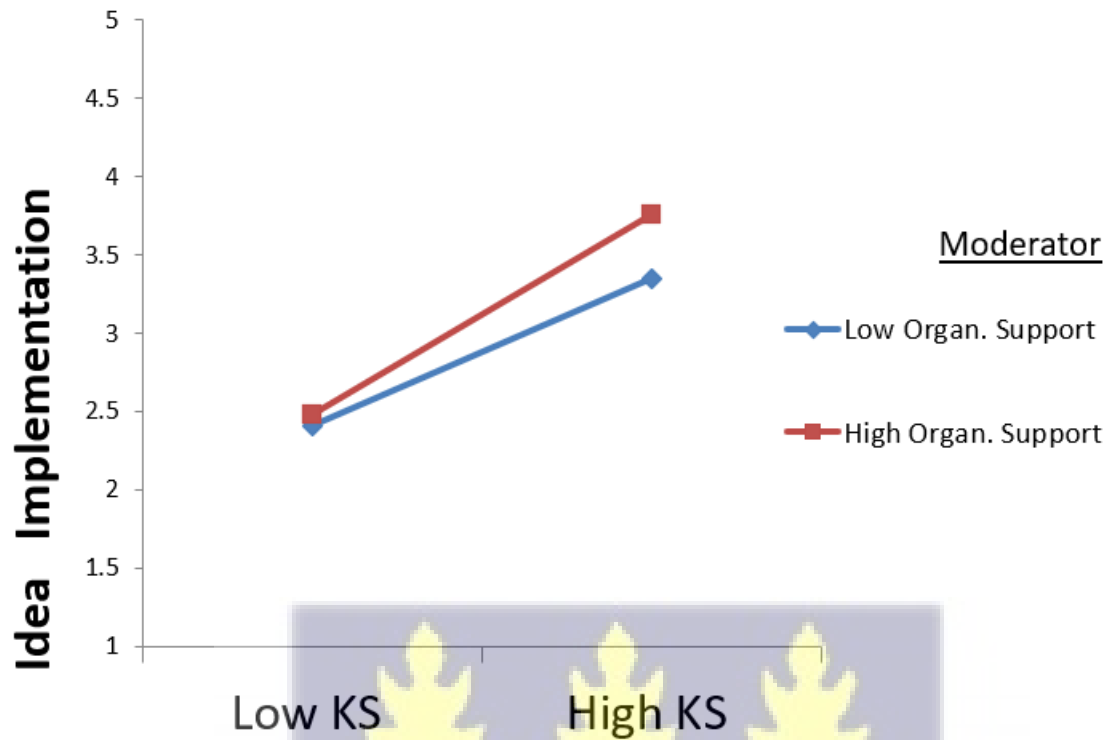


Figure 4. 4 Interactional Graph; Organisational Support x Knowledge Sharing →Idea Implementation

Table 4. 11 Summary of Hypotheses

Hypotheses	Results
H1a: Knowledge sharing positively and significantly relate with idea generation	Supported by data
H1b: Knowledge sharing positively and significantly relate with idea promotion	Supported by data
H1c: Knowledge sharing positively and significantly relate with idea implementation	Supported by data
H2a: Perceived organisational support moderates the relationship between knowledge sharing behaviour and idea generation	Supported by data
H2b: Perceived organisational support moderates the relationship between knowledge sharing behaviour and idea promotion	Supported by data

H2c: Perceived organisational support moderates the relationship between knowledge sharing behaviour and idea implementation.

Not Supported by data

Source: Analyses from Data (2024)

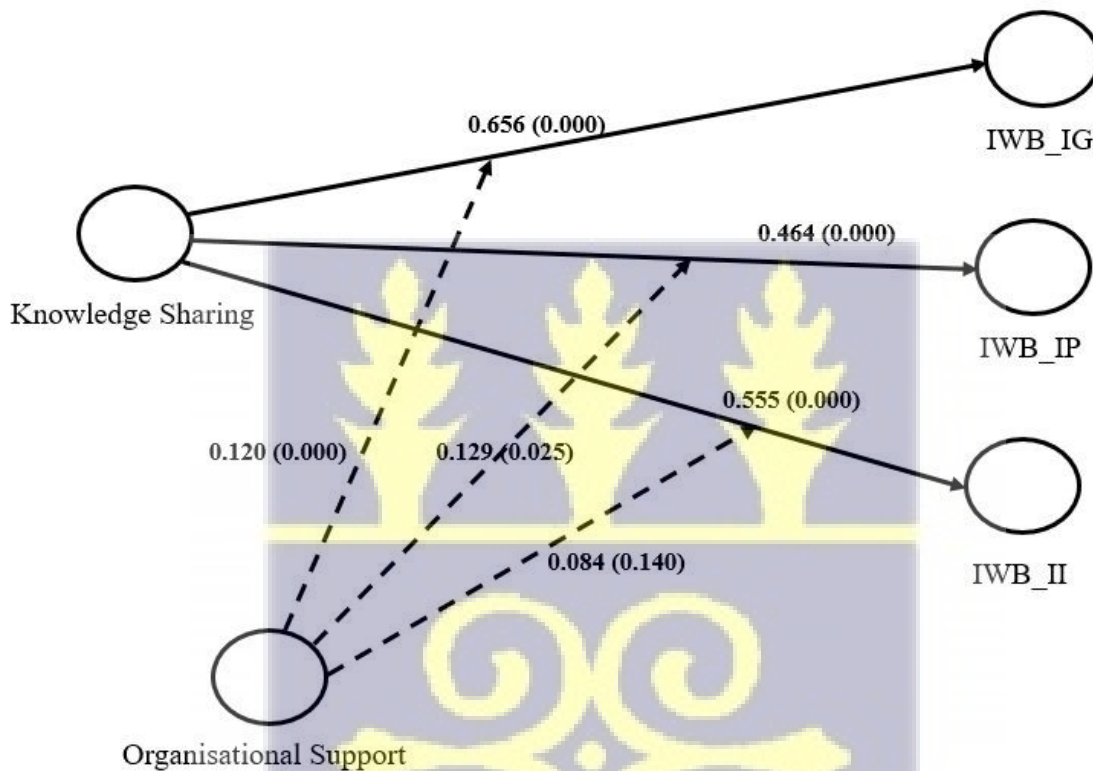


Figure 4. 5 Observed Theoretical Model



Qualitative Analysis

4.8 Background Information of Respondents

The identities of fifteen (15) interviewees and their respective academic units were made anonymous to ensure confidentiality which is in line with the ethical values and principles of this study. Table 4.12 clearly shows that the respondents' length of service ranged from a minimum of two (2) years to a maximum of 18 years. Additionally, the data indicates that the interviewed respondents held various academic ranks at the University of Education, Winneba. This is an indication that the respondents have much experience in providing the relevant responses for the study as such could provide the relevant responses and views that reflect the purpose of this study. Also, the longest interview lasted 58 minutes while the shortest interview duration was 30 minutes. Likewise, most of the interviews were conducted face-to-face while the rest were conducted virtually (via phone calls and Zoom meetings). The blended approach for interviewing was relevant as some of the respondents were not physically present at work during the data collection process.

Table 4. 12 Background Information of Participating Interviewees

Respondent Pseudonyms	Rank	Length of Service	Interview Duration	Means of Interview
R1	Senior Lecturer	5 years	30 minutes	Zoom Meeting
R2	Lecturer	3 years	52 minutes	Face-to-Face
R3	Assistant Lecturer	2 years	40 minutes	Face-to-Face
R4	Lecturer	4 years	48 minutes	Phone Call
R5	Professor	18 years	50 minutes	Phone Call
R6	Associate Professor	11 years	43 minutes	Zoom Meeting
R7	Associate Professor	13 years	45 minutes	Face-to-Face
R8	Senior Lecturer	6 years	49 minutes	Phone Call
R9	Lecturer	6 years	58 minutes	Zoom Meeting
R10	Lecturer	4 years	45 minutes	Face-Face
R11	Senior Lecturer	8 years	40 minutes	Face-Face
R12	Lecturer	2 years	35 minutes	Face-Face

R13	Assistant Lecturer	2 years	38 minutes	Face-Face
R14	Senior Lecturer	7 years	40 minutes	Face-Face
R15	Lecturer	5 years	42 minutes	Face-Face

Source: Field Data (2024)

4.9 Thematic Analytical Approach

The researcher adopted Clarke and Braun's (2013) approach which entails identifying, analyzing and reporting patterns (themes) within data. Codes, sub-themes and then themes were generated after the first phase was completed. The generated themes were reviewed several times so that important themes which help in achieving research objectives were chosen. Interpretations were made based on the themes realised, and exemplary quotes from the interviews were quoted to create a better understanding of the interpretation.



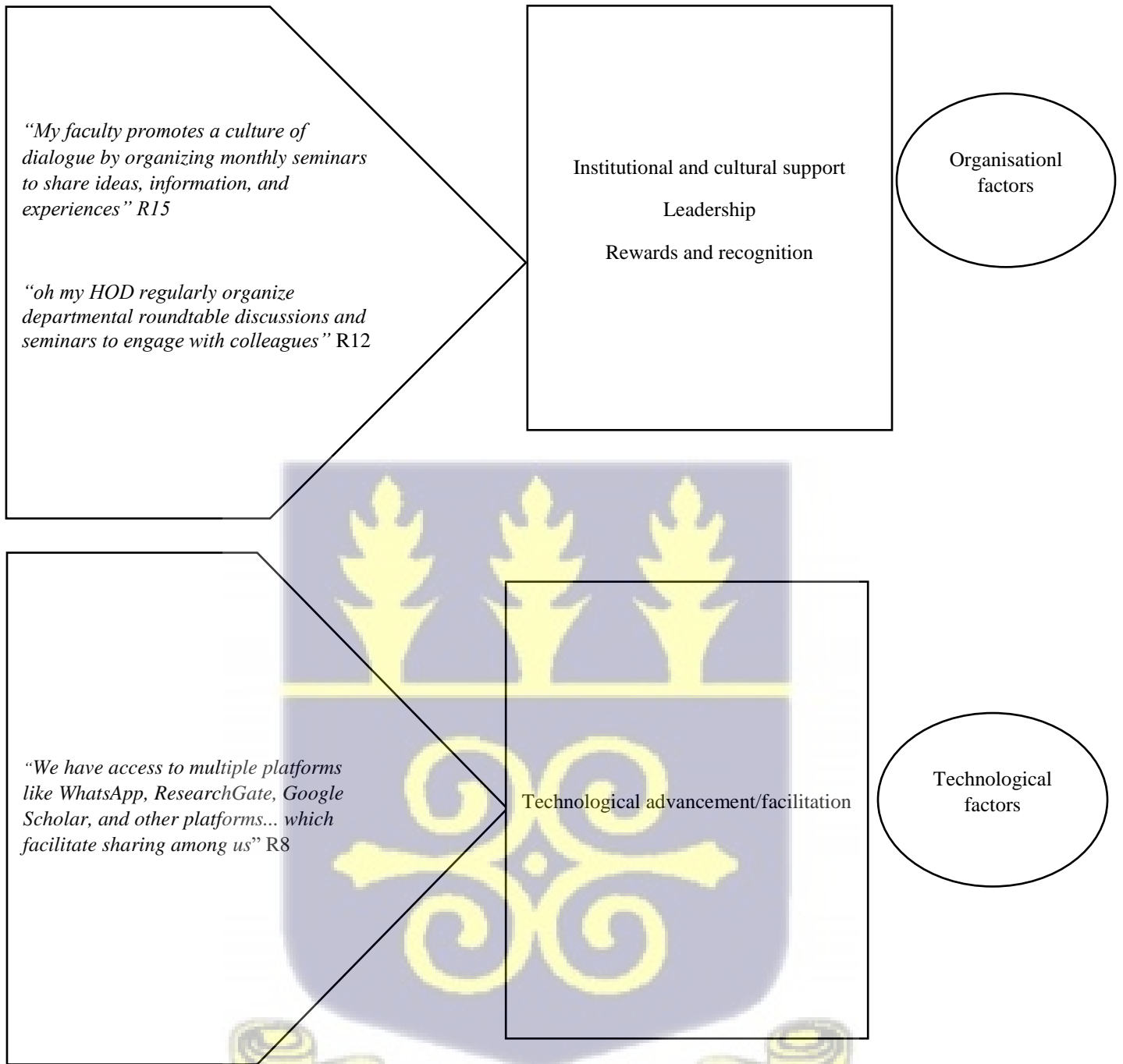


Figure 4. 6 Development of codes, Sub-themes and themes on underlying mechanisms which promote knowledge sharing among academics.

4.10 Perspectives of Academics on Motivating Factors which promote Knowledge Sharing Behaviour

From the interviews conducted, the lecturers provided their views on factors which promote knowledge sharing behaviours. This was to explain their high levels of knowledge sharing behaviours. Figure 4.2 is a pictorial representation of themes, sub-themes and sample codes realized from the qualitative analysis of data.

The interviewees offered a range of perspectives explaining their reasons for sharing information, ideas, skills, and experiences; knowledge sharing behaviours. Three significant themes emerged from the perspectives shared by the study participants during the interviews conducted i.e., *individual, organisational and technological factors*.

4.11 Individual Factors

Based on the thematic analysis of the responses from the interviews concerning mechanisms which promote academic knowledge sharing, one major theme was *individual factors*. This has sub-themes like *self-efficacy, personal rewards, and personal beliefs, personal growth and development (promotion)* etc. Thus, the individual factors relate to beliefs, values and attitudes which act as important enablers of knowledge sharing according to the study participants. The factors are discussed based on the subthemes and the reinforcing codes.

In the academic context, *promotion* entails the advancement in rank often tied to visible outputs such as research publication and other institutional requirements. The prospect of promotion served as a powerful motivator to share knowledge based on the views of the academics. From the data collected, by contributing to their field, engaging in collaborative projects, and being active in the academic community, academics enhance their visibility and chances of career

advancement. Though most of the participants suggested it isn't their main motivator, none could rule it out either. Three of the respondents indicated that:

“The possibility of promotion really pushes me to share my knowledge. When I contribute to my field through research publications and team projects, it doesn't just boost my visibility—it also significantly increases my chances of moving up the career ladder. Knowing that my efforts can lead to tangible career advancements makes me more eager to engage and collaborate with my peers.” R7

“Being involved in collaborative projects and the academic community is essential for getting promoted. Knowing that sharing my research can lead to recognition and career growth really motivates me to be more open and engaged. The sense of contributing to the collective knowledge of my field while also advancing my own career makes the effort truly worthwhile.” R1

“Promotion is a big motivator for me. Sharing valuable insights and being active in academic collaborations not only helps my colleagues but also raises my profile, making it easier for me to advance in my career. The potential for career advancement drives me to participate actively in academic discussions and collaborative projects, as I see a direct link between my contributions and my professional growth.” R8

From these quotes, it is clear that the potential for career advancement serves as a powerful motivator for individuals to share their knowledge and actively engage in collaborative efforts. The recurring theme across these statements is that the prospect of promotion not only boosts visibility but also reinforces the willingness to contribute to team projects and research publications. Participants emphasize that sharing their insights is not merely a selfless act; it's

closely tied to achieving recognition and career growth. This understanding suggests that fostering environments where career progression is linked to knowledge sharing can stimulate greater participation and collaboration, leading to more significant advancements. Essentially, these participants view the exchange of knowledge not just as a collaborative effort but as a strategic move that propels both their careers and their communities forward.

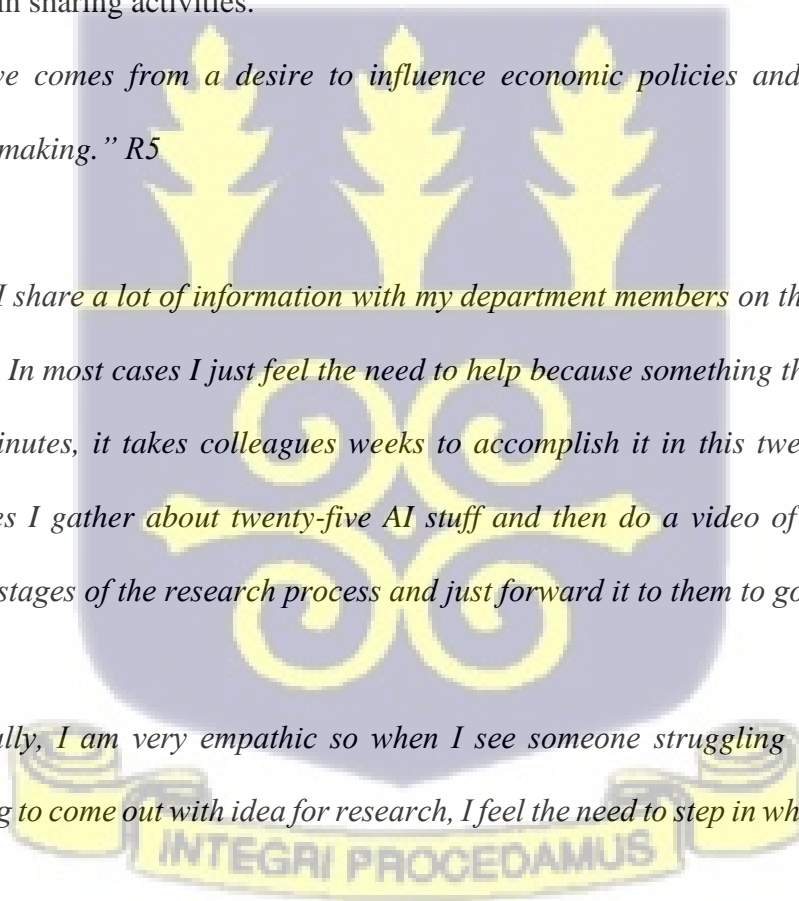
Also, *personal attitudes*, such as openness to new experiences and a belief in the value of collaboration, significantly influence the participants' willingness to share knowledge. Academics who view knowledge as a communal asset rather than a personal commodity are more likely to engage in sharing activities.

“My drive comes from a desire to influence economic policies and facilitate better decision-making.” R5

“Of late I share a lot of information with my department members on the use AI to assist research. In most cases I just feel the need to help because something that could be done in few minutes, it takes colleagues weeks to accomplish it in this twenty first century. Sometimes I gather about twenty-five AI stuff and then do a video of how to use it in different stages of the research process and just forward it to them to go through” R2

“Personally, I am very empathic so when I see someone struggling to do something, struggling to come out with idea for research, I feel the need to step in where necessary...”

R13



Another participant expressed this in these words:

“Sometimes the works that we do are very interdependent and the ability to execute your role may depend on the other party. But if the person does not have the level of skill or information that you need, then that kind of interdependency breaks meaning the person can’t work and you cannot also work so if you have any information to make the person better then you share the information with the person so that when you are all at the same level you can engage...” R9

It became evident from the lived experiences of participants that knowledge sharing within this academic community is driven by a blend of personal values, empathy, and practical necessity. Participants express a deep-seated motivation to contribute to the growth and effectiveness of their colleagues, driven not just by external rewards but by a desire to uplift others and enhance collective performance. One participant sees their efforts as a means to influence broader economic policies, suggesting that sharing knowledge can have far-reaching implications beyond their immediate circle. Another respondent highlights the importance of efficiency, using their expertise in AI to bridge knowledge gaps and simplify processes for colleagues, showcasing a commitment to making knowledge more accessible. Similarly, the emphasis on empathy by another participant highlights the human connection behind knowledge sharing; the impulse to step in and assist when seeing others struggle reflects a collaborative spirit where individual growth contributes to the collective progress of the group.

Moreover, the interdependence described by another participant highlights a functional necessity for sharing knowledge. In environments where roles are interconnected, the ability to perform effectively often depends on others having the right information and skills. This recognition that

individual success is tied to the capability of others reveals a collaborative mindset—where sharing knowledge is essential for mutual success.

The lecturers acknowledge both *intrinsic and extrinsic rewards* as motivating factors for knowledge sharing. Rewards in the shape of extrinsic benefits are emphasised in economic gains for sharing ideas, information, experiences and skills. However, they indicated that since their institution have no rewards schemes for sharing knowledge, their motivation comes from within. The study's participants explained that generally, they did not identify any monetary rewards resulting from their knowledge-sharing activities. However, R8 noted that frequent sharers gained rewards in terms of reputation and visibility among leaders and the university community at large.

The following is a view shared by a participant on intrinsic rewards as a motivating factor;

...as a researcher my joy knows no bounds when I see people citing my publication because the aim is to share knowledge. When this happens, I even check on the paper the person is publishing and it makes me feel that the object I set is been achieved. These inner feelings encourage me to do even more...R1

The participant's statement reflects a profound sense of fulfillment that comes from seeing their work being cited by others. This joy indicates that the participant views knowledge sharing as more than just disseminating information—it's about contributing to a larger academic conversation and making a meaningful impact on the work of others. The act of being cited reinforces the purpose and value of their research, offering validation that their efforts to share knowledge are achieving their intended goal. Also, this feeling of accomplishment creates a positive feedback loop, where the recognition from citations not only boosts the participant's confidence but also motivates them to continue producing and sharing valuable insights.

Moreover, academics with high *self-efficacy* are more likely to believe that they can successfully contribute valuable information and insights to their peers and this was considered as an individual factor. This confidence translates into more frequent and substantial sharing of knowledge, as they feel competent in their abilities to communicate effectively and influence their field positively.

Reported evidences are:

“Having high self-efficacy has been a game-changer for me. I genuinely believe in my ability to contribute valuable insights to my peers, and this confidence has significantly enhanced my willingness to share knowledge. Personally, this sense of self-assurance has empowered me to share and learn from one another.” R1

“I am more inclined to share when I believe my research can significantly benefit or influence peers' work. Knowing that my insights can drive meaningful progress and spark new ideas within the academic community motivates me to actively engage and contribute. It's the potential impact of my knowledge that truly inspires me to participate in these collaborative efforts.” R5

“ ...Confidence in my research findings and methodologies encourages me to share extensively. If I am not convinced I will not even tell you about it ooo...” R13

“My expertise in literary analysis boosts my confidence and willingness to share my perspectives” ...R10

“Ooooh ...I know I can provide useful information and perspectives, which encourages me to actively participate and make contributions to our academic discussions. share.

This confidence helps create a more open and collaborative atmosphere within our higher education institution” R15

From these quotes, it is evident that self-efficacy plays a crucial role in shaping individuals' willingness to share knowledge and actively participate in collaborative efforts. The participants consistently express how their confidence in their abilities and expertise encourages them to contribute meaningfully to their academic community. This confidence stems from their belief in the value of their insights, methodologies, and research findings. It creates a positive cycle where the assurance in their expertise leads to more openness and eagerness to share, which in turn strengthens the collaborative atmosphere. One participant describes how their self-belief has transformed their approach, making them more inclined to engage and share knowledge. Another finds motivation in the potential impact of their research on others, showing that confidence not only drives sharing but also inspires the desire to contribute to the broader growth of their field. Participants emphasized the importance of being confident in the quality of their contributions, suggesting that self-assurance is a key factor in deciding when and what to share. The participants' statements illustrate how self-efficacy acts as a catalyst for knowledge sharing. The more individuals trust in their abilities, the more likely they are to engage and contribute to their community.

These personal factors of self-efficacy, intrinsic motivation, promotion, and personal attitudes and beliefs all contribute in their ways to the landscape of knowledge sharing among the academics. If institutions can understand and leverage these personal factors smartly, they would be creating an atmosphere not only conducive to developing individuals but also an academic community vibrant with the ethos and practice of strong knowledge sharing. This view is

beneficial not only for the individuals but also for the collective intelligence and innovation potential of the institution

4.12 Organisational Factors

Based on the responses from the interviewees, three sub-themes emerged (i.e., Institutional and Cultural Support, Leadership, Rewards and Recognition) in describing organisational factors in promoting knowledge sharing. Thus, the respondents indicated the various organisational factors which influence academics to share their ideas, experiences, skills and information.

The significant role of *leadership* in influencing knowledge sharing was widely affirmed by the study participants. Most of the interviewees perceived their leader as empowering and supportive. This style of leadership tends to facilitate the exchange of knowledge effectively. In contrast, only two interviews described their leaders' (heads of departments) behaviours as less empowering in relation to knowledge sharing activities. The participants indicated that there were no formal institutionalized activities by these heads of department to engage in knowledge sharing. The contributing role of leaders' behaviours in as a motivating factor for knowledge sharing as expressed by the experiences of the lecturers are summarized in the following quotes;

“My faculty promotes a culture of dialogue by organizing monthly seminars to share ideas, information, experiences and research output which is encouraging to me to engage colleagues in academic discourse”. R7

“The monthly seminars instituted by the Dean motivates me because when you have ideas you want to put it there and get the feedback from the parties present. The last presentation I did, inputs by faculty members actually shaped the paper I sent for my conference and later for publication...”. R6

“Ooh my HOD regularly organize departmental roundtable discussions and seminars to engage with colleagues”. R15

“My head of department has been very instrumental in my knowledge sharing journey in this institution. For instance, he created research groups among faculty members in the department to share research ideas, propose new ones and co-author papers for publications”. R4

“My current HOD is just fantastic. Recently he is created groups and seminars among lecturers and the research students in the department so we share our perspectives on research. This has encouraged personal interactions for information sharing both among students and faculty members” R11

The experiences shared by the lecturers reveal a clear connection between leadership behaviour and knowledge sharing within their institution. The quotes suggest that effective leaders, such as deans and heads of departments, play a pivotal role in fostering an environment where academic dialogue and collaboration thrive. Through initiatives like monthly seminars, roundtable discussions, and the formation of research groups, these leaders actively create opportunities for faculty members to exchange ideas, receive valuable feedback, and refine their work. Participants describe how these organized gatherings not only motivate them to share their research but also provide a supportive platform for refining and enhancing their academic contributions. One lecturer, for instance, highlights how feedback from faculty members during a seminar shaped a conference paper that later got published, illustrating the tangible benefits of these initiatives. Others emphasize the importance of regular interactions facilitated by their department heads,

which create spaces for faculty and students to engage in meaningful academic discourse. In essence, the quotes emphasize that leadership behaviour is instrumental in driving knowledge-sharing efforts. By creating intentional spaces for dialogue and collaboration, leaders inspire and empower faculty members to contribute to the collective intellectual growth of their academic community.

The lecturers acknowledged that *rewards and recognition* can serve as significant motivators for academics to engage in knowledge sharing, as they provide tangible and intangible benefits that affirm the value of their contributions. Academics are often driven by intrinsic motivations such as the pursuit of knowledge and the desire to contribute to their field, but extrinsic rewards can amplify these motivations by providing additional incentives. However, they added that their university has not implement such rewards and recognitions to influence their knowledge sharing.

“..... As a criterion for promotion, yes! The school requires you have some publications before you are move to the next rank in your career, though I would used my publications for promotion but as a young researcher that is not my main motivation. I want a situation where when top scholars in my area is been searched I want to be part.....” R12

“For now, I don't know of any direct reward or recognition from the university, apart from the school showing the publications on their website when your biography is put out there by publishers. Since it's not present, I don't look up to it as a motivation at all”

The participants' reflections suggest a gap between their university's recognition practices and what truly motivates them to share knowledge. While there is a requirement for publications as a criterion for promotion, the absence of direct rewards or meaningful recognition for knowledge sharing appears to limit its motivational impact. One participant mentions that although using

publications for career advancement is acknowledged, their primary drive goes beyond promotion—they aim to establish themselves among top scholars in their field. This indicates a deeper aspiration for academic impact and recognition within the broader research community.

Another participant highlights the lack of direct incentives from the university, pointing out that apart from showcasing publications on the website, there are no substantial rewards in place. This lack of tangible acknowledgment means that individuals do not see formal recognition as a motivating factor for their contributions. These insights reveal that while institutional expectations like promotions can encourage certain behaviours, they may not be sufficient to fully inspire knowledge sharing if recognition isn't perceived as meaningful or aligned with deeper professional aspirations. The participants seem to value recognition that goes beyond formal promotions—such as being acknowledged among peers and within their academic fields—which the current reward structure does not provide. This interpretation suggests that if universities aim to enhance knowledge-sharing behaviours, they need to consider implementing more robust and meaningful recognition systems that align with researchers' aspirations for both personal growth and professional impact.

4.13 Technological Factors

Based on the interviewees' narratives, there was a prevalent perception that technological tools facilitated knowledge sharing among academic staff. The lecturers reported technological systems as powerful motivator for academics to engage in knowledge sharing as it provide accessible, efficient, and innovative platforms for collaboration and dissemination. Additionally, technology motivates knowledge sharing through the creation of digital repositories and knowledge management systems that allow academics to store, organise, and share their research outputs easily. One lecturer intimated that:

“, ...I’ve noticed that the innovative tools we have for knowledge sharing, such as ResearchGate, and institutional repositories, really encourage me to contribute more. Whether it’s through these online repositories or collaborative platforms, the technological systems simplify the process and allow us to focus more on the content rather than the logistics of sharing” R1

Amidst laughter, the participant caught in,

“hahaha ...the technology we have now is advanced. It makes it so easy to share our research with colleagues, not just within our university, but across the globe. I find myself more willing to collaborate because the platforms we use are so accessible and efficient...” R13.

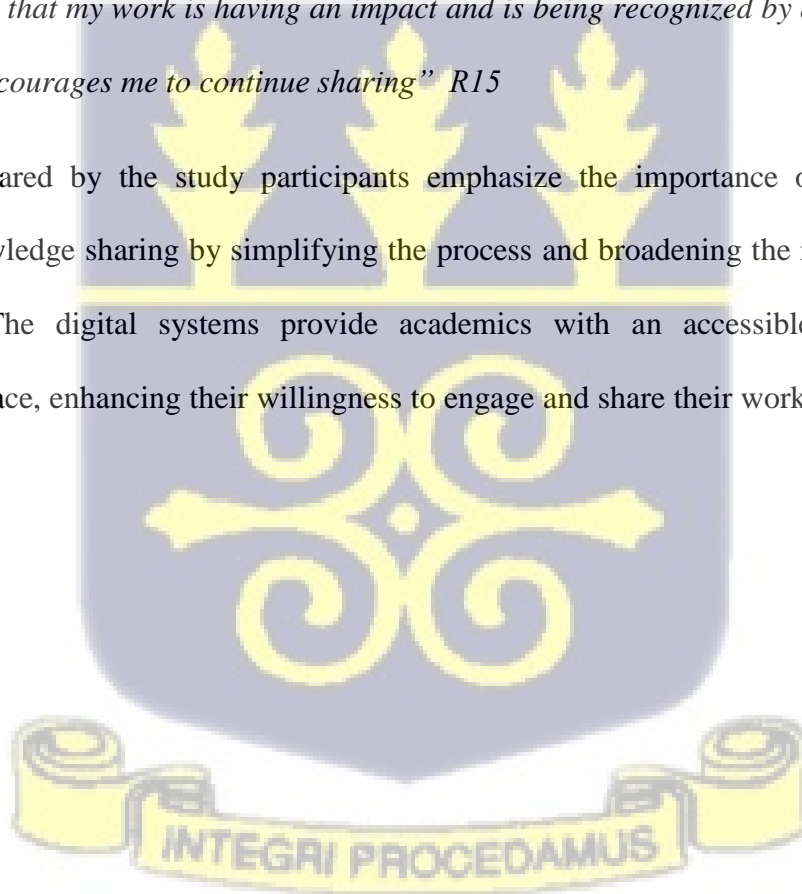
The participants’ reflections highlight how technology plays a key role in facilitating knowledge sharing among academics. The digital tools and platforms, such as ResearchGate and institutional repositories, not only make it easier to store and organize research but also provide a seamless means of sharing it with a broader audience. One lecturer acknowledges that these systems significantly reduce the logistical burden, allowing them to focus more on the quality and content of their contributions rather than the mechanics of distributing their work. The ease of use and efficiency provided by these platforms motivate greater engagement and active participation in knowledge sharing. Another participant, in a lighter tone, emphasizes the global reach and collaborative potential enabled by these technological systems. They describe how the advanced and accessible nature of current digital platforms increases their willingness to share and collaborate, extending their academic connections beyond the confines of their institution. This sense of connectedness and the simplicity of engaging through these platforms create a supportive environment for academics to actively contribute and exchange their research.

More so, technological systems' role of enhancing the visibility and impact of an academic's work, leading to greater recognition and career progression has made knowledge sharing more encouraging. This is what two of the participants had to say:

“Using platforms like ResearchGate has really boosted the visibility of my work. I've had more citations and collaborations just because my research is easier to find. It's definitely motivating me to share more because it feels like my efforts are getting recognized.” R9

“Publishing and sharing my work through institutional repositories and social media has not only increased my research's reach but also opened doors for career opportunities. Knowing that my work is having an impact and is being recognized by a wider audience really encourages me to continue sharing” R15

The insights shared by the study participants emphasize the importance of technology in motivating knowledge sharing by simplifying the process and broadening the reach of research contributions. The digital systems provide academics with an accessible, efficient, and collaborative space, enhancing their willingness to engage and share their work both locally and globally.



CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This study aims to contribute to the extant literature by examining the moderating role of perceived organisational support in the nexus between knowledge sharing and innovative work behaviours among academics in higher education institutions in Ghana. The findings of the study, are thoroughly discussed in the subsequent sub-sections based on the study objectives. Hence, the discussion is initiated with the level of knowledge sharing among lecturers at the University of Education, Winneba Ghana. The discussion is extended to include the influence of knowledge sharing on innovative work behaviours. Furthermore, the interactional role of perceived organisational support in the relationship between knowledge sharing and innovative work behaviours was discussed. The study concluded the section with a discussion on the experiences of lecturers on what motivates them to share their ideas, experiences, information, written contributions, etc. (knowledge). These discussions will help add to knowledge on perspectives of knowledge sharing, perceived organisational support, and innovative work behaviour in higher education institutions.

5.2 Prevalence of Knowledge Sharing

The first objective of the study sought to determine the level of knowledge sharing among academics in a higher education institution in Ghana. The findings of the study revealed that academics demonstrated an appreciable level of knowledge sharing, as this was triggered by organisational communication, personal interaction, written contribution, and communities of practice. This means that when communication is clear and well-managed, it becomes easier for

academics to share their knowledge, collaborate on projects and stay informed about the latest developments in their fields of interest. Personal interaction is another critical factor, emphasizing the value of direct, face-to-face communication. This form of interaction facilitates the building of relationships, trust, and mutual understanding among academics, which are essential for the free exchange of ideas and knowledge.

More so, written contributions play a vital role in knowledge sharing, as they provide a tangible and lasting medium for disseminating information. This presupposes that when academics in Ghana are actively engaged in writing papers, reports, and other scholarly documents, it helps in the broader distribution of their knowledge and findings. Communities of practice are also instrumental in promoting knowledge sharing, as these are groups where academics with similar interests or areas of expertise come together to share knowledge, collaborate on research, and support each other's professional development. The existence of such communities indicates a healthy and vibrant academic culture where continuous learning and peer support are prioritized.

Empirically, the finding of the study is consistent with that of Javaid et al. (2020) which found positive attitudes towards knowledge sharing among academics. Their study of faculty members at the University of Excellence revealed a favorable attitude towards knowledge sharing, with respondents agreeing strongly with positive statements about their attitudes towards this practice. Given the assumption that attitudes influence behaviour, this suggests that the positive attitudes of these faculty members likely translate into active knowledge sharing. Furthermore, Fullwood et al. (2013) suggest that, academics generally have a favorable disposition toward sharing knowledge, recognizing its value as a resource that can enhance performance and innovation. This viewpoint is supported by Donate and Guadamillas (2015) and Fullwood et al. (2018), who highlighted the positive behaviour of academics toward knowledge sharing. In the UK context,

12 academics were interviewed by Fullwood et al. (2018) to gather insights into their views on knowledge-sharing. The findings from the study indicated that the academics engage in knowledge-sharing activities. The benefits from knowledge-sharing activities are becoming increasingly relevant to higher education institutions, which are facing market pressures similar to those in the corporate sector (Jahani et al., 2010).

In contrast to the high prevalence of knowledge-sharing behaviour reported in the current study, Al-Husseini and Elbeltagi (2012) found that while faculty members in Iraqi universities had a high propensity for information acquisition, their inclination towards knowledge-sharing was comparatively lower. Also, Yigzaw (2021) in their study revealed a reluctance among faculty members in Eritea to share knowledge, primarily due to fears of exposing their research activities prematurely. This reluctance was linked to feelings of insecurity, lack of trust, and a misinterpretation of the concept of sharing in academic contexts. This discrepancy was attributed to the varying departmental cultures, where shared values and interests within departments facilitated knowledge sharing. Fullwood and Rowley (2017), also added that the individualistic nature of academic research and publication may contribute to this limited knowledge sharing, as these activities are traditionally viewed as personal pursuits rather than collaborative efforts.

These contrasting findings highlight the complex and context-dependent nature of knowledge sharing in academia. While there are clear instances of positive attitudes and behaviours toward knowledge sharing, other contexts reveal significant barriers. This is because factors such as departmental culture, individual insecurities, and the absence of supportive infrastructure play crucial roles in shaping knowledge-sharing practices.

5.3 The Effect of Knowledge Sharing on Innovative Work Behaviours

The second objective of the study sought to investigate the relationship between knowledge sharing and innovative work behaviour among academics in a higher education institution. Given the objective, three hypotheses were statistically tested; knowledge sharing positively and significantly relates to idea generation (*H1a*), knowledge sharing positively and significantly relates to idea promotion (*H1b*), and knowledge sharing positively and significantly relates to idea implementation (*H1c*). The results of the study revealed that knowledge sharing positively and significantly correlates with idea generation, idea promotion, and idea implementation, lending support to *H1a*, *H1b*, and *H1c*. Essentially, these results mean that when academics engage in knowledge sharing, it significantly enhances their ability to generate new ideas, promote these ideas within their scope, and successfully implement them.

Specifically, the positive relationship between knowledge sharing and idea generation indicates that the more academics share their knowledge, the more they can collectively generate new and innovative ideas. This is because knowledge sharing provides a broader base of information and perspectives, which stimulates creativity and the birth of new concepts. With regards to the significant connection between knowledge-sharing and idea promotion, suggests that knowledge-sharing also aids in the dissemination and advocacy of these new ideas. Thus, when academics share their knowledge, it helps in building support and enthusiasm for new ideas, making it easier to promote these ideas among colleagues and stakeholders. For the positive impact of knowledge sharing on idea implementation, the result means that knowledge sharing not only fosters the creation and promotion of ideas but also facilitates their practical application. Thus, knowledge sharing provides the necessary insights, resources, and collaborative efforts needed, to turn ideas into reality, ensuring they are effectively implemented within the institution.

Theoretically, the study's findings align with the core tenets of Human Capital Theory (Becker, 1964; Schultz, 1961), which asserts that strengthening cognitive abilities through education and training leads to higher productivity. In this context, knowledge sharing acts as a form of ongoing education and training within academic institutions, continually enhancing the collective cognitive abilities of academics. The positive relationship between knowledge sharing and idea generation, promotion, and implementation suggests that when academics exchange knowledge, they enrich each other's intellectual capital, leading to the creation of new and innovative ideas. This process is reflective of, the human capital theory's assertion that investment in human capital, such as shared knowledge, fuels productivity and innovation. Furthermore, prior studies further emphasize the relevance of Human Capital Theory in understanding the positive effects of knowledge sharing (Aman-Ullah et al., 2022; Choudhary et al., 2020). These studies show that human capital traits like knowledge, skills, and abilities are closely linked to organisational effectiveness and performance. The findings from these studies corroborate the current study's results, suggesting that knowledge sharing enhances the competencies and understanding of employees, thereby driving innovation and productivity.

Empirically, the findings are in line with the significant positive correlation found between knowledge sharing and innovative work behaviours in the literature (e.g. Derin et al., 2022; Nan & Arunyaphum, 2021; Phung et al., 2017; Yasir et al., 2023). For instance, the study's findings corroborate that of Derin et al. (2022) which found knowledge-sharing to be influenced by innovative work behaviours. This finding was evidenced in their study undertaken in a Turkish cement factory using the quantitative research approach. Thus, the findings of the current study suggest that higher education institutions aiming to boost innovation should not downplay the critical role of knowledge-sharing and must cultivate an ethical environment that supports this

practice. Similarly, Yasir et al. (2023) emphasized the importance of knowledge-sharing in fostering innovative work behaviour within SMEs, as their findings support the idea that individual psychological factors play a crucial role in how knowledge-sharing translates into innovative outcomes. The findings support Munir and Beh's (2019) research on Malaysian startups that, organisational factors, creative climate, and information exchange are critical for fostering innovative work behaviour. The results suggest that creating a creative organisational atmosphere and encouraging information sharing are vital for innovation, reinforcing the idea that organisational culture and climate play significant roles in the innovation process.

In furtherance, Na-Nan and Arunyaphum (2021) provided more insights by demonstrating the significant effect of knowledge sharing on innovative work behaviour, as their study involving engineers showed that knowledge sharing meaningfully promotes innovation. In addition, Phung et al. (2017) found that the ability to transfer and apply information enhances innovation through improved problem-solving skills and responsiveness to new challenges. Also, Mura et al. (2012) discovered that knowledge-sharing behaviours positively influence innovative work behaviour, particularly in promoting and executing new ideas. These findings suggest that fostering a culture of active knowledge-sharing can lead to increased creativity and innovative capabilities within organisations.

In addition, Shah et al. (2022) highlight the role of workplace learning in promoting innovative work behaviour among employees in SMEs. Their study suggests that informal and incidental learning have a more significant impact on innovation than formal methods, indicating that organisations should encourage continuous, informal learning opportunities to enhance innovation. Also, in the Ghanaian context, Agyapong and Abu (2021) and Adu-Gyamfi et al. (2020) provide valuable insights into the impact of knowledge sharing on innovative work

behaviour, as both studies found that tacit knowledge sharing had a stronger effect on innovation than explicit knowledge sharing, emphasizing the importance of experience-based knowledge exchange.

5.4 The moderating effect of Perceived Organisational Support in the relationship between Knowledge Sharing and Innovative Work Behaviours

In respect of the third objective of the study which was to examine the moderating role of organisational support in the relationship between knowledge sharing and innovative work behaviour, three hypotheses were statistically tested. Thus, perceived organisational support moderates the relationship between knowledge-sharing behaviour and idea generation (*H2a*), perceived organisational support moderates the relationship between knowledge-sharing behaviour and idea promotion (*H2b*), and perceived organisational support moderates the relationship between knowledge-sharing behaviour and idea implementation (*H2c*). The findings of the study indicated that perceived organisational support (POS) significantly moderates the relationship between knowledge sharing and idea generation and between knowledge sharing and idea promotion, indicating support for hypotheses four (*H2a*) and hypotheses 5 (*H2b*) of the study. However, the results revealed that perceived organisational support did not moderate the relationship between knowledge sharing and idea implementation, an indication of non-support for hypothesis 6 (*H2c*).

This means that the influence of knowledge sharing on these innovative behaviours is strengthened or enhanced when employees perceive a high level of support from their organisation. In other words, when employees feel that their organisation values their contributions, provides the necessary resources, and supports their professional growth, the

positive effects of knowledge sharing on generating and promoting new ideas are more pronounced. Thus, perceived organisational support creates an environment where employees are more willing to share their knowledge because they trust that their efforts will be recognized and rewarded and that they have the backing of their organisation. Specifically, the results that perceived organisational support moderates the nexus between knowledge sharing and idea generation means that when employees feel that their organisations supports them, they are more likely to share their knowledge freely, which leads to a richer pool of ideas. This suggests that perceived organisational support provides a safe and encouraging environment, enabling employees to think creatively and propose novel ideas without fear of criticism or rejection. Thus, organisations that foster a supportive atmosphere can enhance the creative potential of their workforce, resulting in a higher number of innovative ideas.

In respect of perceived organisational support moderating the nexus between knowledge sharing and idea promotion, the results mean that when employees perceive strong organisational support, they are more confident in promoting their ideas to colleagues and decision-makers. They trust that their ideas will be taken seriously and that they have the organisational backing to push for implementation. This supportive environment encourages open communication and collaboration, making it easier for innovative ideas to gain the necessary traction and support for further development. For the moderating role of perceived organisational support in the nexus between knowledge sharing and idea implementation, the lack of significant moderation by POS on the relationship between knowledge sharing and idea implementation suggests that while feeling valued and supported enhances the generation and promotion of ideas, it may not be sufficient to influence the actual execution of these ideas. Implementing ideas often requires specific resources, project management skills, and operational support, which might not be

directly related to the employees' perceptions of organisational support. This indicates that while POS is crucial for the initial stages of innovation, other factors are likely more critical in ensuring that ideas are effectively put into practice.

These results of the study align with and are enriched by Organisational Support Theory (OST), which Eisenberger et al. (1986) conceptualized as the extent to which employees develop a sense of organisational support when they believe their contributions are valued and their well-being is cared for. The principle of reciprocity, central to OST, implies that employees who perceive strong support from their organisations feel an obligation to reciprocate by engaging in behaviours that benefit the organisation, such as sharing knowledge and pursuing innovation. Appelbaum et al. (2019) assert that high levels of organisational support lead to improved job satisfaction and performance outcomes, reinforcing the idea that POS creates a positive feedback loop of mutual benefit between employees and the organisation. Concerning the present study, the findings indicate that when employees perceive high levels of organisational support, the positive effects of knowledge sharing on idea generation and idea promotion are amplified.

The study's findings, viewed through the lens of organisational support theory and supported by previous studies illustrate the moderating role of perceived organisational support. For instance, Kawai and Mohr (2015) found that POS moderated the relationship between role novelty and job satisfaction among Japanese expatriate managers in Germany. This study highlights that a supportive organisational climate can enhance positive job outcomes, even in challenging or novel roles. Also, Perrot et al. (2014) found that perceived organisational support played a significant role in moderating the impact of organisational socialization strategies on job learning and role innovation among apprentices. The findings of this study corroborate the previous studies

and confirm that supportive organisational environments are crucial for fostering positive employee outcomes and enhancing innovation.

Empirically, the findings of the study align with prior studies suggesting that organisational support can significantly influence employees' willingness to share knowledge (Ahmed et al., 2015; Akosile and Olatokun, 2020). Thus, when organisations foster open communication, provide opportunities for face-to-face and electronic knowledge-sharing meetings, and demonstrate a commitment to knowledge-sharing practices, employees feel more encouraged to share their work-related insights and solutions. This, in turn, enhances idea generation and promotion within the organisation. Nguyen et al. (2020) supported this notion by indicating that supportive organisational environments foster psychological safety, increasing employees' willingness to participate fully in job tasks, including creative and innovative activities. Thus, when employees feel secure, they are more likely to generate new ideas and advocate for these ideas within the organisation. This is further reinforced by Appelbaum et al. (2019), who found that high levels of organisational support led to a more favorable attitude towards the organisation, improved job satisfaction, and better performance outcomes.

In addition, the interactional role of POS in the present study also aligns with Maden's (2015) application of social exchange theory, which posits that employees who receive socio-emotional benefits from their employers are more likely to reciprocate with positive attitudes and behaviours, such as creativity and innovation. Previous research by Chiang et al. (2015) and Guiyao et al. (2017) demonstrates that employees who perceive their employers as highly supportive are more willing to communicate and interact with others, thereby generating more creative ideas.

Lartey et al. (2019) further support the role of POS in moderating various organisational relationships. Their study demonstrated that POS moderated the relationship between emotional labor and job attitudes among healthcare professionals. In addition, evidence from Kawai and Mohr (2015) found that POS moderated the relationship between role novelty and job satisfaction among Japanese expatriate managers. Accordingly, these findings highlight the broader implications of POS in fostering a supportive work environment that enhances employee well-being and innovative work behaviour.

Therefore, the findings of the third objective of the study, viewed through the lens of organisational support theory and supported by empirical research, highlight the critical role of perceived organisational support in enhancing the positive relationship between knowledge sharing and the initial stages of innovative work behaviour.

5.5 Motivating Factors which promote Knowledge Sharing

The study's fourth goal was to investigate the fundamental processes that encourage academics in higher education institutions to share knowledge. The study's qualitative results showed that three main factors—individual, organisational, and technological—influence academics' decision to share their knowledge with peers at higher education institutions. At the individual level, self-efficacy, personal rewards, and personal beliefs were identified as factors that amplify knowledge sharing among academics in higher education institutions. That is academics with high self-efficacy are more confident in their ability to contribute valuable insights, which enhances their willingness to share knowledge. This confidence raises a collaborative environment within higher education institutions. In respect of the organisational factors, institutional and cultural support, leadership, and rewards and recognition. Institutional practices, such as organizing monthly seminars and roundtable discussions, play a central role in promoting knowledge sharing.

Technological factors also play a crucial role in promoting knowledge sharing among academics. The availability and effective use of technology can significantly enhance the ease and frequency of knowledge exchange. The results revealed that several key technological factors facilitate knowledge-sharing; digital platforms and online systems, e-learning tools, and resources, social media and professional networks, and knowledge management systems.

At the individual level, the literature supports this finding, indicating that self-efficacy and the belief in one's abilities are critical for promoting knowledge-sharing behaviour (Jolae et al., 2014; Mustika et al., 2022). Moreover, personal rewards, such as the prospect of promotion, significantly motivate academics to share their knowledge. Promotion is often tied to visible outputs like research publications and other institutional requirements, which drives academics to engage in collaborative projects and be active in the academic community (Bavik et al., 2017). This finding aligns with previous research that highlights the importance of intrinsic and extrinsic rewards in encouraging knowledge sharing (Ahuja, 2020; Lai & Chen, 2014)

Personal attitudes and beliefs also play a significant role. Academics who view knowledge as a communal asset rather than a personal commodity are more likely to engage in sharing activities (Chen et al., 2009; Mansor & Saparudin, 2015). This aligns with the theory of planned behaviour, which posits that attitudes significantly influence behaviour (Ajzen, 1991). In amplifying personal attitude as an influencing factor of knowledge sharing, the perception of trustworthiness is essential. Faculty members often do careful assessments of colleagues' integrity to discern potential issues such as plagiarism. Disputes regarding ownership of knowledge can further exacerbate tendencies towards hoarding valuable information (Rechberg, 2018).

In addition, the findings of the study align with the literature such that organisational factors create a culture of dialogue and collaboration, which is essential for fostering an environment conducive to knowledge exchange (Fullwood & Rowley, 2017). A critical element which espoused out of the organisational factors influencing knowledge sharing behaviours among the academics was leadership. Discussions with study participants revealed that leadership also plays a pivotal role in promoting knowledge sharing. Leaders who champion and model knowledge-sharing behaviours can catalyze similar behaviours throughout the organisation (Thi Chung & Thi Tram Anh, 2022).

This finding is supported by the literature, which emphasizes the influence of ethical and supportive leadership on knowledge-sharing behaviours (Bavik et al., 2017; Fullwood & Rowley, 2017). The findings of the study imply that leaders who practice open and supportive value orientations would encourage greater sharing of knowledge. There were differences in opinions of participation relating to the role of leadership. Differences were more department-based as the few lecturers who shared the contrary views were linked to departments. These participants believe their leaders are virtually doing nothing to help in their knowledge-sharing activities. Based on the lived experiences shared by the participants, most of them gave credence to leadership behaviours and activities as motivating factors of knowledge-sharing in the higher education institution.

Rewards and recognition, both tangible and intangible, were also found to be critical motivating factors to knowledge-sharing. Institutions that provide adequate recognition and rewards for knowledge-sharing endeavors see higher participation in these activities (Jolae et al., 2014; Mansor & Saparudin, 2015). This finding is consistent with research that underlines the importance of both extrinsic rewards, such as monetary incentives, and intrinsic rewards, such as

personal satisfaction from helping others, in promoting knowledge sharing (Nguyen et al., 2022). However, the participants in the study were of the view that such rewards and recognitions were not present in their university.

Furthermore, the literature supports the finding that advanced technological platforms simplify the process of knowledge sharing and foster a culture of collaboration (Al-Kurdi et al., 2018). Corroborating these perspectives, Zhang and Venkatesh (2017) added that online platforms and social media can also serve as informal channels for knowledge exchange, fostering a sense of community and shared purpose among scholars. Additionally, technology can streamline the knowledge-sharing process, reducing the time and effort required to share information. For instance, digital tools that automate data analysis, citation management, and content sharing can make the process more efficient and less cumbersome, thereby encouraging more frequent and meaningful knowledge exchange (Ipe, 2003).

While technological systems play a crucial role in knowledge sharing, its mere presence does not guarantee effective knowledge sharing (Soto-Acosta et al., 2018). This is because the effective use of technologies depends on their user-friendliness and the assurance of security and privacy when sharing sensitive or proprietary knowledge (Shuang & Heng, 2015). Thus, it's essential to explore how technology supports knowledge-sharing practices while also considering the various personal and organisational factors that can influence these practices. Numerous factors, including those related to the individual, the organisation, the job, or colleagues, can hinder employees' willingness to share their knowledge with others (Podrug et al., 2017; Pandey et al., 2021). Additionally, some studies have reported that technological tools might not always effectively support the depth of engagement required for meaningful knowledge sharing due to the lack of social cues (Fullwood et al., 2018; Hislop, 2013).

5.6 Integration of Quantitative and Qualitative Findings

The qualitative findings in this study add depth to the quantitative results by providing a richer understanding of the connection between knowledge sharing and innovative work behaviour among academics. While the quantitative analysis established that knowledge sharing positively influences idea generation, promotion, and implementation, the qualitative insights help explain why this relationship exists and how it plays out in real academic settings.

For instance, the quantitative results showed that knowledge sharing is high, especially through formal organisational communication channels like meetings, workshops, and seminars. The qualitative responses reinforce this by revealing that institutional support and leadership initiatives, such as monthly seminars, actively encourage this exchange. This adds context to the numbers, showing that structured environments play a key role in fostering knowledge-sharing behaviours.

Similarly, both data sources highlight the role of organisational support in strengthening the link between knowledge sharing and innovative work behaviours. The quantitative analysis indicated that organisational support enhances idea generation and promotion but has little effect on implementation. The qualitative insights provide a deeper explanation for this by highlighting that while leadership backing is crucial, the successful execution of ideas also requires tangible resources and infrastructure—elements that mere organisational support alone cannot provide.

These insights enrich the quantitative results by explaining the mechanisms and motivations behind the observed relationships, thereby offering a more comprehensive understanding of how knowledge sharing drives innovative behaviour. The qualitative findings strongly complement and deepen the understanding of the quantitative results in this study.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

This final chapter of the study presents the summary of the research and the key findings in alignment with the research objectives. Based on these findings, conclusions were drawn, and relevant recommendations and their implications were outlined, along with the contributions that emerged from the study

6.2 Summary of the Study

The rationale for the research work was to explore the motivating factors for knowledge sharing as well as determine the effect of knowledge sharing on innovative work and the moderating role of perceived organisational support on the nexus. Knowledge sharing activities are rampant among faculty members in higher education institution, however not much attention has been paid to them in the extant literature. Hence, the focus on faculty members in the current study. Based on this, the study's objectives were to “determine the level of knowledge sharing among lecturers; investigate the impact of knowledge sharing on innovative work behaviour, determine the moderating role of perceived organisational support in the linkage between knowledge sharing and innovative work behaviour and to explore the motivating factors for knowledge sharing among academics in higher education institution in Ghana.

Following the pragmatic worldview, the study employed the concurrent embedded research design in order to achieve the stated objectives. The concurrent embedded research design allows for the collection of both qualitative (open-ended) and quantitative (closed-ended) data in

response to research questions or hypotheses. As such the data were used together to form results, not used for one database to build on another, and the timing was to look at both databases concurrently. The results section first reported the quantitative results and then the qualitative results. More emphasis was given to the quantitative results as compared to the qualitative results- QUAN (qual). The population for the study was 550 lecturers in a higher education institution.

The study's respondents and participants were obtained through the stratified random sampling and the convenience sampling technique. Through the stratified random sampling, 460 respondents were included in the study's quantitative phase. However, fifteen (15) of them served as participants in the interview session conducted for the qualitative phase of the study. Data collection was done using both interviews and questionnaires. The questionnaires measured the following constructs: knowledge sharing (organisational communications and personal interactions each had 5 items; written contribution had 4 response items and communities of practice had 7 items) was measured on a 7-point Likert scale); innovative work behaviour (idea generation, idea promotion and idea implementation had 3 item statement each on a 7-point scale); perceived organisational support was measured using 6 statements on a 7-point scale. Demographic data were also collected from respondents, including gender, age, academic qualification, and length of service. All constructs demonstrated reliability after testing for Cronbach's alpha following data collection, with all constructs exceeding the threshold of .70 as recommended by Hair et al. (2019). Data gathered through the interview guide were also validated for trustworthiness.

Prior to analysing the quantitative data, statistical assumptions were tested to determine the most suitable statistical tools. Analysis of the demographic data and the data which addressed the research questions and the study's formulated hypotheses were achieved with both descriptive

statistics (frequencies and percentages, mean, standard deviation, skewness and kurtosis) and inferential statistics (Pearson correlation analysis, structural equation modelling-PLS). Thematic analysis was employed to analyse the qualitative data.

Key Findings

Based on the analysis of the data collected, the following key findings were recorded:

- The descriptive analysis of the study results showed that academics in the higher education institution exhibited high levels of knowledge sharing behaviour across the four dimensions of knowledge sharing; organisational communication, personal interaction, written communication and communities of practice. Organisational communication had the highest prevalence, followed by personal interactions, written contributions, and communities of practice, which was the least utilized method. This indicates that exchange of most ideas, information, experiences and skills among the academics take place in formal settings. Examples of such formal settings include departmental or faculty meetings, workshops and presentations through seminars.
- A strong and significant positive relationship was found between knowledge sharing behaviours and innovative idea generation. This is an indication that increased exchange of ideas, information, and experiences substantially enhances the generation of new ideas among the faculty members. This supports the notion that knowledge sharing is a critical driver of innovation. Also, the results highlighted a significant positive relation between knowledge sharing and idea promotion, suggesting that faculty members who actively share knowledge are more likely to contribute to the promotion of innovative ideas. This finding emphasizes the importance of fostering a knowledge-sharing culture to facilitate the dissemination and advocacy of new concepts.

- The study found a significant positive effect, indicating that as knowledge-sharing activities increase, there is a corresponding rise in the implementation of innovative ideas by lecturers. This highlights the crucial role of knowledge exchange in not only generating and promoting but also in executing innovative ideas. Generally, the study recorded significant positive effect of knowledge sharing on all the three dimensions of innovative work behaviours. This means that as the faculty members' knowledge sharing is improving, innovative capabilities increase. Therefore, knowledge-sharing behaviours in the higher education institution were found to be relevant in the development of the innovative capabilities of faculty members.
- Knowledge sharing and creative idea production have a beneficial association that is considerably strengthened by perceived organisational support. Strong organisational support encourages employees to share their knowledge, which in turn fosters the development of fresh concepts. Perceived organisational support was also found to have a favourable impact on the relationship between information sharing and the advancement of creative ideas. Knowledge sharing's influence on advancing novel concepts increases in tandem with an increase in organisational support. When workers feel encouraged by their company, they are more inclined to impart their knowledge, which increases the spread of creative ideas.
- However, the study did not find a significant effect of perceived organisational support on the relationship between knowledge sharing and the implementation of innovative ideas. While perceived organisational support enhances the generation and promotion phases, its influence on the implementation stage appears to be limited. This therefore implies that to ensure the successful implementation of innovative ideas, higher education institutions

might need to focus on additional mechanisms beyond perception of organisational support, such as providing the necessary resources and infrastructure for the idea execution.

- The study identified individual, organisational, and technological factors promoting knowledge sharing among academics through the lived experiences shared by study participants. Individual factors include promotion, personal attitudes, and self-efficacy. Academics are motivated by career advancement, personal satisfaction, and the belief in the communal value of knowledge. Organisational factors such as institutional support, leadership initiatives, and seminars also play significant roles. Monthly seminars and departmental discussions led by supportive heads promote an environment conducive to knowledge sharing. However, direct institutional rewards and recognition are limited, with promotion criteria being a notable exception. These factors collectively enhance knowledge sharing, benefiting both individuals and the academic community.

6.3 Contributions of the Study to Knowledge

Limited studies exist on the knowledge sharing behaviours among academics in higher education institutions globally and more so in Africa and Ghana. Employee knowledge sharing in commercial organisations has been the subject of numerous research reports in the literature. Findings of the elements that determine knowledge sharing have been inconsistent due to the paucity of research on knowledge sharing among faculty members at higher education institutions (HEIs). Researchers have reported that these inconsistencies could be attributed to the context of their study (faculty members in a university), where available literature used in comparing their findings were rather from the commercial sector (Jolae et al., 2014; Fullwood et al., 2013). It

was therefore recommended that geographically extended research be conducted in relation to knowledge sharing among academics in higher education institutions. The current study, therefore add to the extant literature on factors which promote knowledge sharing among academics in a higher education institution.

Additionally, the current study estimated a model to evaluate the role of perceived organisational support in the relationship between knowledge sharing and innovative work behaviour. Though a number of research have been carried on the interplay between knowledge sharing and innovative work behaviour, the role of perceived organisational support has not received the needed empirical investigation in literature. Meanwhile, the perceptions that employees hold about how well their organisation value their effort and care about their wellbeing has implications on their behaviours and attitudes.

Therefore, estimating a model that looked at the interactional effect of the relationship between knowledge sharing and innovative work behaviour not only produces findings with theoretical and practical implications, but it also contributes to the body of research on the subject. According to the study's findings, employees' favourable opinions of their organisations' support strengthen the impact of information sharing on creative abilities. Therefore, including POS in the list of variables influencing the association between workers' innovative work practices and knowledge sharing.

Finally, this study contributes to the understanding of knowledge sharing by proposing a Knowledge Sharing Motivation Theory, which identifies key drivers influencing academics' willingness to share knowledge. This proposition stems from the lived experiences shared by the study's participants about motivating factors that promote knowledge sharing among academics.

The theory suggests that knowledge sharing is shaped by a combination of individual, organisational, and technological factors. Individually, academics are driven by motivations such as career advancement, self-efficacy, and the intrinsic value of communal knowledge. Organisational support, including leadership initiatives, structured activities like seminars, and a culture of dialogue, creates an environment conducive to knowledge exchange.

Additionally, technological advancements play a crucial role by providing accessible platforms that simplify the sharing process and broaden the scope for collaboration. This theoretical contribution advances the understanding of how these factors interact to promote knowledge sharing among academics. Future quantitative research can further validate and refine this theory by exploring the relative influence of each factor on knowledge-sharing behaviours within academic institutions.

6.4 Conclusions

The academics in the studied institution exhibit a high level of knowledge sharing, facilitated by factors such as organisational communication, personal interactions, written contributions, and communities of practice. Effective communication and supportive environments foster the free exchange of ideas, building trust and mutual understanding among academics. This collaborative atmosphere is crucial for generating and promoting new and innovative ideas, promoting, as well as applying them for the benefits of the institution. Again, the results of the study highlighted the positive and significant relationships between knowledge sharing and the dimensions of innovative work behaviour. The study confirmed that knowledge sharing enhances idea generation, idea promotion, and idea implementation.

This finding aligns with the Human Capital theory, which posits that investments in human capabilities, such as education and knowledge sharing, lead to increased productivity and innovation. Theoretical and empirical evidence supports the notion that knowledge sharing enriches intellectual capital, driving creativity and practical application of new ideas. The consistent positive relationship between knowledge sharing and innovation emphasizes the need for organisations to invest in strategies that promote knowledge exchange, create supportive and ethical climates, empower employees, and encourage continuous learning. By doing so, organisations can enhance their innovative capabilities, driving long-term success and competitiveness in a rapidly evolving global economy.

Further, the findings of the study emphasize the moderating role of perceived organisational support in the relationship between knowledge sharing and innovative work behaviour. POS significantly strengthens the positive effects of knowledge sharing on idea generation and idea promotion. This suggests that when employees feel valued and supported by their organisation, they are more likely to share their knowledge freely and promote innovative ideas. However, the study also reveals that POS does not significantly moderate the relationship between knowledge sharing and idea implementation. This indicates that while organisational support is vital for the initial stages of innovation, other factors, such as specific resources and operational support, are essential for effectively implementing new ideas.

In summary, this study highlights the importance of creating a supportive organisational environment that encourages knowledge sharing and fosters innovation. Higher education institutions should prioritise initiatives that enhance organisational communication, provide opportunities for collaboration, and recognise and reward employees' contributions. By doing so,

they can leverage the positive effects of knowledge sharing to drive idea generation and promotion, ultimately enhancing their innovative capacities.

6.5 Recommendations and Implications of the Study

Based on the study's findings, the following recommendations are suggested for higher education institutions to enhance academics' perception of organisational support, thereby strengthening the positive relationship between knowledge sharing and innovative work behaviours. These recommendations are to ensure that Ghana's higher education institutions properly manage knowledge-sharing activities by putting in place appropriate measures and thereby reap the full benefits thereof. This will ultimately contribute to a more innovative, collaborative, and productive academic environment.

6.5.1 Practical Implications

The insights from the study suggest some important practical activities that management of higher education institutions in Ghana should be prioritised.

First, universities can promote regular knowledge-sharing forums like workshops, seminars, and conferences to encourage the exchange of ideas and collaborative problem-solving. These events should go beyond simply presenting research findings, focusing also on innovative teaching methods, effective administrative practices, and cross-disciplinary projects. For instance, departments could organise monthly workshops where faculty share their teaching strategies or discuss ongoing research in an open forum. Encouraging active participation from academics can foster a culture where knowledge sharing is valued and directly contributes to the university's growth and innovation.

Secondly, creating interdisciplinary teams for research and curriculum development can stimulate innovative idea promotion. When lecturers from different fields collaborate, they bring diverse perspectives that can enhance idea development and encourage creative problem-solving. Institutions can establish structured programs for interdisciplinary research collaboration, providing funding and support for teams that tackle pressing educational challenges or societal issues.

Thirdly, universities should prioritise investing in digital tools and platforms that make knowledge sharing and collaboration easier, particularly as virtual communication becomes more essential in today's global world. Tools such as knowledge management systems and virtual learning environments can allow academics to share their insights, access collective knowledge, and collaborate effectively, regardless of where they are located. To ensure these digital platforms are widely adopted, they should be user-friendly and complemented by proper training, helping staff maximize their benefits. By enhancing their digital infrastructure, universities can create a more connected and collaborative academic community

Moreover, recognising and rewarding knowledge-sharing behaviours can significantly motivate academic staff to engage more actively. Faculty and Academic Departments should institute recognition and reward systems for faculty members who demonstrate exceptional collaboration and knowledge sharing in their work. Regular feedback and recognition for faculty members who engage in collaborative research and innovative teaching methods can motivate others to do the same. Providing performance-based incentives for publishing research and developing new curricula can further encourage knowledge sharing and innovative capabilities. Additionally, creating recognition programs to highlight outstanding faculty contributions can foster a culture of excellence. Such recognition can create a ripple effect, encouraging others to contribute more

openly to the academic community. Knowledge sharing is a reflection of human behaviour, and accessing knowledge from colleagues or unfamiliar individuals can often be challenging. Consequently, knowledge sharing within organisations frequently falls short of expectations. To address this, managerial interventions are essential to encourage and support structured knowledge sharing, ensuring it becomes a more successful and integrated part of the organisational culture.

Senior management and administrators of higher education institutions are encouraged to maintain a healthy work environment which support academics physical, mental and emotional well-being. Ensuring safe and ergonomic working conditions, fostering a positive and inclusive work culture, and providing amenities like comfortable break rooms and fitness facilities can enhance the overall work environment for staff. These activities can enhance academics' perception of organisational support, thus amplifying the positive relationship between knowledge sharing and innovative work behaviours. Additionally, to enhance the perception of organisational support, universities should create a supportive and inclusive work environment. This can be achieved by offering professional development opportunities, mentorship programs, and a robust support system for academic research and teaching. Training sessions on effective collaboration, communication, and knowledge-sharing techniques should also be provided to help academics feel more supported and empowered.

Moreover, since perceived organisational support did not significantly influence the relationship between knowledge sharing and the implementation of innovative ideas, higher education institutions should investigate other factors that may impact this connection. One important area to explore is the provision of tangible resources that directly facilitate innovation. For instance, institutions could allocate funding, provide dedicated time, and offer administrative support to

employees who are engaged in implementing new ideas. Additionally, creating opportunities for pilot testing innovative concepts and offering seed funding for promising projects could help foster an environment that encourages practical experimentation. Forming interdisciplinary teams dedicated to bringing these ideas to life would also promote collaboration and ensure diverse perspectives are included in the implementation process. By adopting these strategies, institutions can create a more supportive and resource-rich environment that bridges the gap between the promotion of innovative ideas and their actual implementation, ensuring that creativity translates into meaningful, real-world outcome.

By strategically fostering knowledge-sharing behaviours through these practical actions, Ghanaian higher education institutions can enhance their innovative work behaviours, driving academic and institutional growth in the competitive landscape of global higher education.

6.5.2 Theoretical Implications

The findings from this study have important theoretical implications for both Human Capital Theory and Organisational Support Theory. Human Capital Theory emphasizes the value of knowledge, skills, and experiences within an organisation. The strong positive relationship between knowledge sharing and innovative idea generation, promotion and implementation among academics suggests that enhancing human capital through the exchange of knowledge significantly boosts innovative behaviours. This reinforces the idea that universities should view knowledge sharing as a strategic investment in their intellectual capital. By promoting a culture where academics actively share insights and experiences, institutions can develop a more dynamic and innovative workforce, ultimately enhancing their competitive edge in the academic and research landscape.

Organisational Support Theory highlights that, employees who perceive support from their organisation are more motivated and engaged. The findings align with this theory, showing that perceived support strengthens the relationship between knowledge sharing and innovative behaviours. The significant moderating effect of perceived organisational support (POS) on the relationship between knowledge sharing and innovative idea generation and idea promotion suggests that enhancing human capital through supportive practices amplifies the impact of shared knowledge on innovative activities. This indicates that when academics perceive strong organisational support, their human capital is better utilized, leading to greater innovation in idea generation and promotion.

Together, these insights extend both theories by highlighting the important role of perceived support in leveraging human capital for innovation, suggesting that institutions should integrate support systems to maximize knowledge utilization for comprehensive innovative performance.

6.5.3 Implication for Adult Education Practice

This study contributes significantly to the practice of adult education by highlighting the pivotal role of knowledge sharing in fostering innovation within higher education institutions. The findings provide valuable insights into how adult education programmes can be structured and managed to enhance knowledge exchange and innovative behaviours among educators and learners.

Firstly, the study emphasizes the importance of formal and informal knowledge-sharing platforms, such as departmental meetings, seminars, and collaborative discussions, in facilitating the exchange of ideas, experiences, and skills. For adult education, this means creating structured opportunities for learners and educators to engage in meaningful dialogue and collaboration. For

example, advancement in interactive teaching approaches such as group work, and maintaining accessibility for students to interact with faculty members and peers during breaks or outside of the classroom. Such platforms not only enhance the learning experience but also promote the development of innovative practices that are critical for addressing complex, real-world challenges.

Secondly, the identification of organisational support as a key enabler of knowledge sharing and innovation highlights the need for adult education institutions to cultivate supportive environments. This involves providing resources, leadership initiatives, and incentives that encourage active participation in knowledge-sharing activities. For example, the establishment of award schemes for motivating lecturers who collaborate with their students on projects and co-publish articles can enhance student engagement. Adult education programmes can benefit from integrating these practices, ensuring that learners and educators feel valued and motivated to contribute their knowledge and expertise.

Moreover, the study's findings on the positive relationship between knowledge sharing and the generation, promotion, and implementation of innovative ideas emphasise the potential for adult education to drive practical and creative solutions. By fostering a culture of knowledge exchange, adult education can empower learners to apply their knowledge and skills in innovative ways, contributing to personal growth, professional development, and societal advancement.

6.6 Limitations and Inferences for Future Studies

Like any scientific inquiry, this study has its limitations and thus carries implications for future research. Despite the valuable insights and contributions provided by this study, it is not without its shortcomings.

First, this study's focus was on higher educational institutions to deeply understand the issues of the interaction of the respective variables among the academic staff. However, data collection was conducted in a single higher education institution. This limits the generalizability of the findings to other higher education institutions, as the specific context and culture of the institution may have influenced the results. Future research should consider a broader range of institutions to address these limitations and provide more robust and generalizable insights.

Additionally, the quantitative aspect of this study employed a cross-sectional survey approach, which limited the ability to track changes in participants' responses over time. In a university setting, where academic and administrative dynamics evolve, future research should consider using a longitudinal design to gather data at multiple stages. For example, researchers could collect responses from faculty at the beginning and end of an academic year to observe shifts in attitudes or behaviours. This approach would provide deeper insights into how relationships between key variables develop over time, offering a more comprehensive understanding of the ongoing trends within the institution.

Finally, the qualitative objective of the study focused on the motivating factors of knowledge sharing among academics in a higher education institution within the concurrent embedded research design. This design eroded the opportunity to quantitatively verify the qualitative data. Based on this, the study proposes further research works to be conducted by testing the effect of the motivating factors (personal, organisational and technological) on knowledge sharing.

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APPENDICES

APPENDIX I

UNIVERSITY OF GHANA
DEPARTMENT OF ADULT EDUCATION AND HUMAN RESOURCE STUDIES
Research Questionnaire

Dear Respondent,

This questionnaire seeks to solicit your opinion on the topic “Knowledge Sharing, Organisational Support and Innovative Work Behaviours among Academics in the Ghanaian Higher Education Institutions” towards the fulfillment of the requirements for the award of a Doctor of Philosophy Degree in Adult Education and Human Resource Studies at the University of Ghana, Legon. Your responses to the questions that follow will be used solely for academic purposes and will be treated confidentially. You are therefore encouraged to be candid. Additionally, your participation is voluntary and you may choose to opt out at any point in time.

Thank you!

All enquiries can be directed to:

Evelyn Twumasi
Department of Management Sciences
University of Education, Winneba
P. O. Box 25, Winneba
Tel: 0246480055
Email: etwumasi001@st.ug.edu.gh

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (✓) or write the most appropriate response to each question in this section.

1. Gender: Male () Female ()
2. Age: _____
3. Length of Service: _____
4. Academic Qualification: Masters-MPhil/ () MSc. / MA/MBA () PhD ()
5. Faculty _____

Please the responses: SD (Strongly Disagree) =1; D (Disagree)=2; MD (Moderately Disagree) = 3; U (Uncertain)=4; MA (Moderately Agree)=5; Agree (A)=6; SA (Strongly Agree) =7. Kindly indicate your level of agreement to the following statement:

SECTION B: KNOWLEDGE SHARING BEHAVIOUR

This section tries to gain insight about respondent's knowledge sharing behaviours. Please respond to the following question by ticking [√] the most appropriate option to each question:

QUESTIONS	SD	D	MD	U	MA	A	SA
Organisational Communications	1	2	3	4	5	6	7
1. I reveal past personal work-related failures or mistakes in department meetings to help others avoid repeating these mistakes.							
2. I share success stories that may benefit the others in department meetings.							
3. I ask good questions that can elicit others' thinking in team meetings							
4. I participate fully in brainstorming sessions.							
5. I propose problem-solving suggestions in team meeting							
Personal Interactions	1	2	3	4	5	6	7
1. I keep others updated with important department information through personal conversation							
2. I share experiences that may help others avoid risks and trouble through personal conversation							
3. I spend time in personal conversation (e.g., discussion in hallway, over lunch, through telephone) with others to help them with their work-related problems.							
4. I share experiences that may help others avoid risks and trouble through personal conversation/online chats or emails							
5. I engage in long-term coaching relationships with junior academics							
Written Contributions	1	2	3	4	5	6	7

1. I publish articles in university journals, magazines, or newsletters							
2. I share documentation from personal files related to current work							
3. I contribute ideas and thoughts to department online databases							
4. I keep others updated with important university information through online discussion boards							
Communities of Practice (*Community: an informal network of people within or across organisation's who voluntarily share common practice, expertise, and interests on specific topics)	1	2	3	4	5	6	7
1. I meet with community* members to create innovative solutions for problems that occur in work							
2. I meet with community* members to share my experience and practice on specific topics with common interests							
3. I meet with community* members to share success and failure stories on specific topics with common interests							
4. I meet with community* members to work to encourage excellence in community's practice							
5. I support personal development of new community* members							
6. I send related information to members through community e-mail list							
7. I share ideas and thoughts on specific topics through university-supported online community*-of-practice system							

SECTION C: INNOVATIVE WORK BEHAVIOUR

This section solicits information about how much you are involved with innovative work behaviour. Please indicate by ticking the most appropriate using the scale below:

QUESTIONS	SD	D	MD	U	MA	A	SA
Idea Generation	1	2	3	4	5	6	7
1. I create new ideas for difficult issues							
2. I search out new working methods, techniques, or instruments							
3. I generate original solutions for problems							
Idea Promotion	1	2	3	4	5	6	7
1. I mobilize support for innovative ideas							
2. I acquire approval for innovative ideas							
3. I make important organisational members enthusiastic for innovative ideas							
Idea Implementation	1	2	3	4	5	6	7
1. I transform my new ideas into useful applications							
2. I introduce my new ideas into the work environment in a systematic way”							
3. I evaluate the utility of my new ideas							

SECTION D: ORGANISATIONAL SUPPORT

The statements in this section seeks to obtain information about your perceptions of institutional support. Please read the statement and indicate how much you agree or disagree with them.

QUESTIONS	1	2	3	4	5	6	7
1. My organisation strongly considers my goals							
2. Help is available from my organisation when I have a problem							
3. “My organisation really cares about my well-being”							

4. My organisation would forgive an honest mistake on my part							
5. My organisation is willing to help me, if I need a special favour							
6. My organisation cares about my opinions							



APPENDIX II

**UNIVERSITY OF GHANA
DEPARTMENT OF ADULT EDUCATION AND HUMAN RESOURCE STUDIES
Interview Guide**

This interview guide aims at soliciting your opinion on the topic “Knowledge Sharing, Organisational Support and Innovative Work Behaviours among Academics in the Ghanaian Higher Education Institutions” towards the fulfillment of the requirements for the award of a Doctor of Philosophy Degree in Adult Education and Human Resource Studies at the University of Ghana, Legon. Your responses to the questions that follow will be used solely for academic purposes and will be treated confidentiality. You are therefore encouraged to be candid. Additionally, your participation is voluntary and you may choose to opt out at any point in time. Thank you!

SECTION A: BACKGROUND INFORMATION

1. Name of institution
2. Department
3. Age of respondents
4. Length of service.....
5. Area of Specialization.....

SECTION B: FACTORS WHICH INFLUENCE KNOWLEDGE SHARING

6. In what ways do you share your knowledge, experiences, skills, work information with colleagues in your department, faculty or the University community?
7. Share with me any known recognition or rewards for lecturers at the department, faculty, or in the university for knowledge sharing.
8. Describe how believe in your own ability(self-efficacy) influences your willingness to share your research works, personal experiences, skills and knowledge with colleagues.
9. How do you feel about the behaviours of people you share your knowledge with?
10. Tell me more about how technologies in your institution encourages you to share knowledge.
11. How supportive is your institution’s culture with regards to knowledge sharing.
12. To what extent can your say that behaviours of leaders in your institution influences your knowledge sharing behaviour?
13. Please provide any other form of factor which influences your willingness to share knowledge in your institution

THANK YOU



UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)

P. O. Box LG 74, Legon, Accra, Ghana

My Ref. No: ECH 079/ 23-24

November 24, 2023

Evelyn Twumasi
Dept. of Adult Education and Human Resource Studies
University of Ghana
Legon

ETHICAL CLEARANCE
(ECH 079/ 23-24)

The Ethics Committee for the Humanities (ECH) conducted a full board review and approved your protocol titled:

**KNOWLEDGE SHARING, ORGANISATIONAL SUPPORT INNOVATIVE WORK
BEHAVIOUR AMONG ACADEMICS IN GHANAIAN HIGHER EDUCATION
INSTITUTIONS**

PRINCIPAL INVESTIGATOR: EVELYN TWUMASI

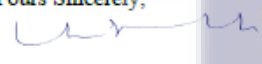
Please note that the final review report must be submitted to the Committee at the completion of the study. Your research records may be audited at any time during or after the implementation. Any modification of this research project must be submitted to ECH for review and approval prior to implementation.

Please report all serious adverse events related to this study to ECH within seven (7) days verbally and in writing within fourteen (14) days.

This certificate is valid until November 23, 2024. You are required to submit annual reports for continuing review.

Please accept my congratulations.

Yours Sincerely,



Professor C. Charles Mate-Kole
ECH Chair

Cc: Professor Yaw Oheneba-Sakyi, Dept. of Adult Education and Human Resource Studies, UG
Dr. Imisah Salifu, Dept. of Adult Education and Human Resource Studies, UG

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