FACTORS AFFECTING KNOWLEDGE SHARING INTENTION AMONG UNIVERSITY TEACHING FACULTY: *An Educational Sector Visage*

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LIST OF ABBREVATIONS

I = Intention to share Knowledge.

A = Attitude towards knowledge sharing.

SE = Self-efficacy.

SNS = Social Networks.

ER = perceived extrinsic rewards.

OS = Organizational Support.

SN = Subjective Norm.

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Abstract

The study attempts to shed light on some of the factors that affect knowledge sharing intention among universities' teaching faculty. In particular, the objective is to fill the research gap through empirical study and integration of factors from two theories Theory of reasoned action (TRA) and theory of planned behaviour (TPB) and their effect on knowledge sharing intention creation, so as to provide a holistic and encompassing view.

Purpose: To investigate the factors (attitudes and subjective norms) effecting knowledge sharing among the teaching faculty, along with the study of self-efficacy, perceived extrinsic rewards and social networks as determinants of attitudes toward knowledge sharing and organizational support as determinant of subjective norms, in the public and private sector universities in Pakistan.

Methodology: The population of the study is all the faculty members employed in public and private sector universities of Pakistan. The sample for this study is 231 faculty members selected via simple random sampling. SPSS was used to test the hypothesis of the study. Cronbach Alpha's were used for reliability analysis of the variables. Also, demographics and descriptive analysis was done. Hypotheses were tested via use of correlation and regression analysis.

Results: The study reveals that attitude and subjective norm are positively and significantly related to knowledge sharing intention. Among other elements, self-efficacy and social networks are positively whereas extrinsic rewards are negatively and significantly related to attitude towards knowledge sharing. In the interim, organizational support has demonstrated solid impact on subjective norms. Also, attitude was found to mediate the relationship between self-efficacy, social networks, perceived extrinsic rewards and intention to share knowledge and subjective norm was found to mediate the relationship between organizational support and intention to share knowledge.

Significance: The study adds to the literature by providing a detailed investigation of the dependent and independent variables, based on theories TRA and TPB in more than one

university setting. The findings of these causal relationships provide a better understanding of knowledge sharing phenomenon about the faculty members that makes them realise more efficient use of knowledge sharing cultures, support and propagate it.

Key Words: knowledge sharing, knowledge management, theory of reasoned action, theory of planned behaviour, higher education, and knowledge sharing among teachers.