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Towards a Human Resource Strategy for Knowledge Sharing Behaviour: Unpacking Structural, Relational, and Contextual Antecedents in Private Higher Education Institutions

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ABSTRACT

This research explores how technological, organizational, relational, and personality elements influence knowledge-sharing intentions and actions among academic personnel in higher education institutions. Grounded from social capital theory, social cognitive theory, and social exchange theory, the study aims to offer a thorough insight into the factors influencing knowledge-sharing intentions and the processes by which these intentions are converted into actions. Utilizing a quantitative, cross-sectional research design, data were gathered from 428 academic staff and students via a structured questionnaire and analysed using partial least squares structural equation modelling. The results show that the intention to share knowledge is notably affected by information technology, organizational support, trust, perceived mutual advantages, and reputation. Within these factors, trust and reputation stand out as indicators, underscoring the significance of relational dynamics in academic settings. Moreover, personality traits significantly influence as a moderating factor. In particular, an extroverted personality greatly enhances the connection between intention and behaviour, while an introverted personality does not adjust this relationship but rather directly impacts behaviour. These results enhance theory by showing that intention by itself cannot predict behaviour and by highlighting personality as a boundary condition. This study uniquely integrates structural, relational, and personality dimensions within a unified empirical model, extending existing knowledge-sharing research beyond intention-based explanations. The research suggests that postsecondary institutions should cultivate trust,

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enhance organizational support networks, and encourage mutual knowledge-sharing methods while developing inclusive atmospheres that cater to varying personality types in order to successfully narrow the intention–behaviour gap. Practically, the findings provide guidance for human resource and academic leaders in designating context-HR strategic sensitive policies and interventions that promote sustained knowledge-sharing behaviour.

Keywords: Human Resources Strategy; Knowledge Management; Personality Traits; Higher Education; Knowledge Sharing

1. Introduction

In the contemporary knowledge-based economy, knowledge constitutes a critical strategic asset that enables organizations to achieve sustained competitive advantage due to its intangibility, uniqueness, and non-reproducibility^[1]. Within this context, the human resource (HR) strategy plays a pivotal role in shaping how knowledge is created, circulated, and applied across organizations. Well-designed HR systems and practices not only support knowledge management (KM) processes but also cultivate an environment that motivates employees to engage in knowledge-sharing behaviours, thereby enhancing innovation and organizational performance^[2]. Knowledge sharing, defined as the distribution of skills, experiences, and knowledge among individuals, is widely recognized as a foundational component of KM and organizational learning^[3].

Despite substantial investments in Knowledge management systems and information technologies, many organizations continue to struggle with fostering knowledge sharing, often due to behavioural, relational, and structural barriers^[4]. This suggests that, beyond technological infrastructure, HR strategies must address the fundamental organizational and interpersonal factors that influence employees' readiness to share knowledge^[4]. This study contributes theoretically by challenging technology-centric and single-factor explanations of knowledge sharing and advancing an integrated perspective that positions HR strategy as a central coordinating mechanism^[5]. However, existing studies, for instance, a study by Haqqani and Aleem in 2026^[5], in emerging economies tend to examine these mechanisms in isolation, leading to fragmented explanations that fail to capture the interdependencies among HR-related factors^[6].

From a strategic human resource management perspective, knowledge-sharing behaviours can be better understood through a multifaceted framework that encompasses struc-

tural, relational, and individual-level determinants^[6]. Structural elements, such as information technology and organizational support, supply employees with essential opportunities and resources for knowledge sharing. Relational elements, including trust and perceived mutual benefits, reflect the quality of social interactions and exchange relationships that foster cooperative behaviours^[7]. At the individual level, motivational factors, such as the perceived enhancement of reputation, also shape employees' willingness to engage in knowledge sharing^[7]. Yet, the literature lacks an integrative theoretical approach that systematically explains how these structural, relational, and individual factors jointly influence knowledge sharing behaviour rather than operating as parallel or competing explanations. Moreover, although prior research commonly assumes that intention to share knowledge leads directly to knowledge sharing behaviour, emerging evidence suggests the existence of a persistent intention–behaviour gap. There remains a significant theoretical gap in explaining why positive intentions frequently fail to materialize into actual sharing behaviour, particularly within HR-driven organizational contexts. The theoretical contribution of this study lies in integrating these three perspectives into a single explanatory framework, thereby addressing the fragmentation in prior research that has examined these determinants in isolation. In addition, while personality traits such as extraversion and introversion are acknowledged in behavioural research, their role as boundary conditions that may strengthen or weaken the intention–behaviour relationship remains under-theorized and empirically underexplored in knowledge sharing research^[8].

The higher education sector is a knowledge-intensive environment where efficient knowledge exchange among academic personnel is crucial for improving teaching standards, increasing research output, and promoting institutional innovation^[9]. Nevertheless, universities frequently encounter persistent challenges in cultivating a culture of

knowledge sharing, such as inadequate organizational backing, fragile relational ties, and personal hesitation to disseminate expertise^[9, 10]. While these challenges are often highlighted in developing contexts, the more critical gap lies in the limited theoretically grounded understanding of how HR strategies can be designed to align organizational structures, social relationships, and individual differences to enable consistent knowledge sharing behaviour in academic institutions^[10].

In Malawi, recent reforms granting greater autonomy to higher education institutions have intensified the need for effective HR strategies capable of strengthening internal capabilities including knowledge sharing and collaboration^[10]. Although this autonomy creates opportunities for better decision-making and resource allocation, empirical research examining how HR-related structural, relational, and individual antecedents jointly shape knowledge sharing intention and behaviour in private higher education institutions remains limited^[11]. This study offers a practical HR strategy contribution by providing evidence-based guidance on how private higher education institutions can design integrated HR systems encompassing performance management, leadership practices, digital capability development, and inclusive knowledge sharing mechanisms to move beyond intention and enable sustained knowledge sharing behaviour.

In this study, the objective is to develop a contextualized framework for human resource strategies that emphasizes understanding knowledge sharing behaviours. It investigates how structural factors (information technology and organizational support), relational factors (trust and perceived mutual benefits), and individual motivations (perceived improvement in reputation) influence knowledge sharing intentions and actions, while also examining the moderating role of personality traits. The research contributes to the strategic HRM literature by offering a cohesive perspective that links HR practices to knowledge sharing outcomes within private higher education institutions. The primary goal of this research is to create a human resource strategy that improves knowledge sharing behaviour by analysing structural, relational, and contextual factors in private higher education institutions. Thus, the research tackles three inquiry queries:

RQ1. Which structural elements, such as human resources policies and formal systems, influence knowledge-sharing behaviours?

RQ2. In what ways do elements like trust and personal relationships affect the dissemination of knowledge?

RQ3. How do factors such as organizational culture and leadership support shape knowledge-sharing behaviours?

Taken together, these inquiries provide a comprehensive understanding of the determinants of knowledge sharing to inform HR strategic planning in private higher education institutions.

2. Review of Literature

2.1. Theoretical Background Underpinning the Study

This research is based on a multi-theoretical framework that combines Social Exchange Theory^[12], Social Capital Theory^[13], and Social Cognitive Theory^[14], to elucidate knowledge-sharing intentions and behaviours in higher education organizations. Collectively, these theories offer complementary insights into why people decide to share knowledge, how social frameworks and relationships promote this behaviour, and how individual cognition and characteristics affect the conversion of intention into action. Although earlier studies commonly used these theories separately, this research takes a holistic approach to tackle the intricate and multifaceted aspects of knowledge-sharing behaviour.

Despite these theories having been applied extensively on their own, recent literature studies conducted by Scott et al.^[14] reveal a deficiency in comprehensive empirical models that concurrently consider structural, relational, and individual mechanisms, especially within academic settings. This research addresses that gap by integrating the three theories into a cohesive explanatory framework.

2.1.1. Social Exchange Theory

Social Exchange Theory (SET)^[12] posits that individuals engage in social interactions based on anticipated reciprocal benefits and the expectation of mutual exchanges. Within organizational contexts, this theory elucidates how the perceived support from both supervisors and the organization influences employees' readiness to share their knowledge^[12]. When employees perceive substantial support, they are more inclined to share information, viewing it as part of a recip-

rocal relationship that yields social rewards such as respect, recognition, and opportunities for career advancement^[13].

While SET has been widely used to explain knowledge sharing, recent research emphasizes its inadequacy in accounting for why positive intentions do not consistently result in actual sharing behaviour. This research expands SET by empirically analysing how relational rewards (such as trust and reputation) interact with personal personality traits to affect the intention–behaviour connection.

2.1.2. Social Capital Theory

Social Exchange Theory (SET)^[12] posits that individuals engage in social interactions based on anticipated reciprocal benefits and the expectation of mutual exchanges. Within organizational contexts, this theory elucidates how employees' perceptions of support from supervisors and the organization influence their inclination to share knowledge. When employees perceive substantial support, they are more inclined to disseminate their knowledge, viewing it as part of a reciprocal relationship that yields social advantages such as respect, recognition, and professional advancement^[13].

However, a key theoretical gap in social capital theory is the predominant focus on relational conditions while underplaying the role of formal human resources' structure and organizational systems in activating and sustaining knowledge sharing behaviour^[14].

Moreover, Social capital theory does not sufficiently account for the intention-behaviour gap in knowledge sharing. While it explains why individuals may be willing to share knowledge based on relational embeddedness, it provides limited insight into why employees with positive intentions and strong social ties may still refrain from actual knowledge-sharing actions^[14]. This limits the theory's explanatory power in contexts where relational capital exists, but behavioural outcomes remain weak.

By integrating Social Capital Theory into a broader HR strategy framework, this study addresses these gaps by positioning social capital as a necessary but insufficient condition for knowledge sharing. The integration demonstrates that relational assets must be supported by enabling HR structures (such as performance systems and digital platforms) and contextual moderators (such as personality traits) to translate relational goodwill into actual behaviour. In doing so, the study extends Social Capital Theory by embedding it within an organizational execution logic rather than treating it as a

standalone explanation.

2.1.3. Social Cognitive Theory

The social cognitive theory posits that human behaviours arise from the intricate interplay among individual cognitive elements, actions, and environmental factors, a concept known as triadic reciprocal causation^[8]. This theory highlights that an individual's behaviours regarding knowledge sharing are shaped not only by their personal beliefs and competencies but also by external influences such as trust, altruism, and societal norms^[14]. For example, an individual's understanding of reciprocity and the perceived advantages of sharing knowledge are personal factors that engage with environmental cues to influence sharing behaviours^[15]. As a result, social cognitive theory has been widely applied in contemporary research to clarify the dynamics of knowledge sharing by examining self-efficacy and anticipated outcomes^[16].

However, the theory primarily focuses on individual cognitive factors, neglecting the formal HR systems and organizational structures that facilitate or hinder knowledge-sharing behaviour^[17]. As a result, it does not entirely clarify why people with strong skills and optimistic beliefs might still not share knowledge. Social Cognitive Theory fails to sufficiently clarify the intention–behaviour gap. While it considers the formation of intentions, it provides little understanding of why intentions do not reliably lead to actual knowledge-sharing behaviours. The theory minimizes the importance of collective and relational dynamics, like mutual norms and trust, viewing environmental factors generally instead of as organized social assets^[16, 17]. This restricts its capacity to clarify ongoing, organization-wide knowledge-sharing practices.

These gaps support the integration of Social Cognitive Theory with supplementary HR, relational, and motivational theories to offer a broader understanding of knowledge-sharing behaviour.

2.1.4. Significance of Integrating Theories (Social Exchange, Social Capital, and Social Cognitive)

Integrating structural, relational, and contextual theories is crucial as previous knowledge-sharing studies have mostly depended on single-theory frameworks, leading to a fragmented comprehension either focusing on systems and

structures, social connections, or individual motivations independently. This establishes a theoretical void where HR strategies do not clarify why supportive frameworks and good intentions often do not lead to real knowledge-sharing behaviour, especially in private higher education organizations^[18].

The integrated approach tackles this issue by exploring how organizational structures (Human Resource strategic practices and technological support), relational mechanisms (trust, reciprocity, and reputation), and contextual factors (organizational support and personality traits) interact instead of functioning separately^[18]. By framing the intention to share knowledge as a key connecting factor and personality as a moderating condition, this approach clarifies the ongoing intention–behaviour gap that is neglected in single-theoretical models^[19]. This integration significantly enhances theory by transcending deterministic views and presenting a more realistic, human-centered HR framework, demonstrating that effective knowledge sharing necessitates harmony among organizational systems, social relationships, and individual differences^[19]. This offers a more robust theoretical basis for crafting HR strategies that are both supportive and behaviourally effective in private higher education institutions^[20].

2.2. Research Hypothesis Development

This section focuses on the formulation of testable propositions (hypotheses) derived from the theoretical framework and the literature reviewed earlier. Each hypothesis is designed to predict the relationship between two or more variables, drawing upon existing empirical evidence, established theoretical models, and sound logical reasoning.

2.2.1. Information Technology

Information technology (IT), especially through knowledge management systems (KMS), is essential for facilitating the sharing, storage, and retrieval of knowledge across organizational limits. Digital technologies like collaborative platforms (e.g., Microsoft Teams, Slack), company intranets, cloud storage, and content management systems (CMS) enhance communication, minimize redundancies, and enable smooth access to essential information and knowledge^[21]. These systems function as dynamic facilitators of knowledge exchange, promoting both explicit and tacit knowledge

sharing among teams and within them^[22].

Recent studies highlight that the success of IT tools heavily relies on their availability, ease of use, and the extent to which they are embedded in employees' daily routines^[18, 19, 23]. An accessible IT infrastructure improves employee involvement while also lowering obstacles like technical difficulties and time limitations that usually impede knowledge sharing. Additionally, current IT systems can integrate artificial intelligence, real-time analytics, and machine learning to customize knowledge suggestions and enhance contextual learning^[24].

By minimizing transactional and coordination expenses, surmounting geographical and temporal obstacles, and integrating knowledge-sharing habits into routine activities, IT infrastructure fosters a culture of ongoing learning. It promotes collaboration between departments and enhances strategic choices, innovation, and organizational flexibility^[25]. Therefore, strong and effectively integrated IT systems are essential for fostering a sustainable environment for knowledge sharing^[25]. Thus, the study proposes the following hypothesis:

H1. *Information Technology positively influences Knowledge Sharing Intention.*

2.2.2. Organizational Support

Organizational support has become a vital factor in promoting knowledge-sharing behaviours, especially in knowledge-intensive settings like higher education. Recent research indicates that having supportive structures such as resources, focused training, and incentive systems greatly boosts employees' propensity to share knowledge^[26].

Based on social exchange theory, the core belief is that employees are more likely to respond to supportive organizational actions with positive behaviours, like adding to shared knowledge bases^[27]. Leadership support, whether through financial means or non-monetary acknowledgment and policy measures, has been demonstrated to have a positive relationship with enhanced intentions to share knowledge^[28].

Within the Malawian private higher education sector, instructors often encounter financial limitations resulting from insufficient lower wages^[29]. As a result, institutional backing, such as availability to funded research initiatives and regulations that incentivize knowledge-sharing practices, is crucial in driving knowledge transfer^[29]. Thus, the study

proposes the following hypothesis:

H2. *Organizational Support positively influences Knowledge Sharing Intention.*

2.2.3. Trust

Trust is a fundamental component of social exchange theory (SET), acting as a key factor in forming and sustaining personal and organizational connections. SET suggests that social interactions are based on mutual exchanges, where trust encourages individuals to participate in knowledge sharing without expecting immediate or assured rewards^[30]. Recent empirical research highlights the essential importance of trust in fostering knowledge-sharing behaviours within organizations^[31]. For example, Febriantina et al.^[32] discovered that trust between colleagues boosts feelings of safety, which in turn fosters open dialogue and the exchange of creative ideas. Likewise, Daly^[33] showed that trust between individuals greatly affects knowledge-sharing practices, which consequently promote innovative work behaviours among academic personnel. Trust plays a crucial role in reducing knowledge-hiding actions that negatively impact organizational learning and performance. A thorough meta-analysis conducted by Daly^[33] indicated that increased trust decreases the likelihood of knowledge hiding, thus promoting a more open and cooperative work atmosphere^[33].

In relation to organizational culture, Oladimeji^[34] emphasized the difficulties presented by Zero Trust Architecture (ZTA) in digital settings^[35]. Although ZTA improves security through rigorous verification processes, it could unintentionally undermine personal trust, which may obstruct teamwork and the exchange of knowledge^[29]. The research highlights the importance of integrating technical security protocols with approaches that foster trust to ensure efficient knowledge sharing. Accordingly, the study proposes the following hypothesis:

H3. *Trust positively influences Knowledge Sharing Intention.*

2.2.4. Perceived Reciprocal Benefits

Perceived mutual advantages, a fundamental principle of social exchange theory^[10], indicate that individuals are inclined to share knowledge when they think their efforts will be recognized and reciprocated by others later. In organizational settings, this mindset cultivates a culture of collective assistance and promotes ongoing knowledge-sharing practices^[36].

tices^[36].

Recent investigations by Islam et al.^[36] highlight the significance of reciprocity in encouraging employees to engage in knowledge sharing, especially within collaborative and research-oriented settings^[36]. Workers are more likely to exchange valuable information when they believe that it will result in future collaboration and support from their coworkers^[33, 37]. This mutual interaction not only boosts individual participation but also fortifies the shared knowledge assets among teams and departments^[38]. Additionally, the expectation of mutual advantages strengthens relational trust and aids in establishing a culture of knowledge-sharing, particularly in academic and private sector organizations where cooperation and interdependence are vital for success^[39]. Accordingly, the study proposes the following hypothesis:

H4. *Perceived Reciprocal Benefits positively influence Knowledge Sharing Intention.*

2.2.5. Perceived Reputation Enhancement

Social Exchange Theory (SET) posits that people participate in social interactions with expectations of returns, which include non-material social benefits like validation, acknowledgment, and esteem^[40]. In workplace settings, workers commonly aim to improve their professional reputation and earn respect through noticeable behaviours, like sharing important insights^[41]. This reputational drive becomes particularly evident in collectivist cultures where status and social acknowledgment hold significant importance^[42].

Workers often modify their actions to support a positive self-image, especially when they think that sharing information will improve their reputation in the workplace^[43]. Exhibiting skill and aiding shared objectives can act as a means to enhance professional identity and social capital^[44]. Consequently, people who believe that sharing knowledge enhances their reputation are more inclined to engage actively in this behaviour^[45]. Accordingly, the study proposes the following hypothesis:

H5. *Perceived Reputation Enhancement positively influences Knowledge Sharing Intention.*

2.2.6. Knowledge Sharing Intention and Influences Knowledge Sharing Behaviour

Previous studies consistently identify knowledge sharing intention (KSI) as a significant precursor to knowledge

sharing behaviour (KSB), based on frameworks like the social cognitive theory^[45]. These theoretical viewpoints suggest that intention reflects a person's preparedness and eagerness to engage in a behaviour, thus acting as the closest predictor of real action^[46]. Strong empirical evidence backs this connection. For example, research shows that the desire to share knowledge has a strong and positive impact on the actual behaviours of employees sharing knowledge^[46]. Likewise, studies in higher education settings indicate that the intention to share knowledge boosts collaborative and knowledge exchange behaviours among academics^[47]. Additionally, previous studies by Wang et al.^[48] highlight that effective knowledge sharing behaviours are improbable without a robust intention, as intention serves as the motivational force that transforms attitudes and abilities into action^[48]. Recent research additionally validates the mediating and direct influence of knowledge sharing intention on influencing behaviour within organizational settings, emphasizing its crucial role in knowledge management activities^[48]. Based on this theoretical and empirical foundation, it is reasonable to propose the following hypothesis:

H6. *Knowledge Sharing Intention positively influences Knowledge Sharing Behaviour.*

2.2.7. Moderating Effects of Extroverts' and Introverts' Personality Traits

Utilizing personality theory, specifically the Big Five model promoted by Lewis Goldberg^[49], extroversion correlates with sociability, assertiveness, and a liking for social engagement. Research indicates that extroverted people tend to participate in knowledge-sharing activities more frequently due to their enjoyment of communication and teamwork^[50]. In this context, extroversion enhances the intention-behaviour connection by lowering psychological barriers and increasing openness to communication. Likewise, recent research (e.g., Yeboah^[51]) supports that extroversion has a positive effect on both the intention and behaviour of knowledge sharing in organizational and academic environments.

On the other hand, introversion is frequently linked to reduced observable knowledge-sharing behaviour, even when there is an intention to share^[51]. Introverted people often favour working alone, are less likely to engage in spontaneous conversations, and might feel anxious about communicating. Previous studies (e.g., Yeboah^[51]) indicate that

introverts may choose to retain information or favour indirect methods of sharing (like written forms or technology-based platforms). Consequently, the conversion of intention into action is less pronounced in introverted people, leading to what certain researchers refer to as an "intention-behaviour gap."

Recent research by Veer-Ramjeawon and Rowley^[52] supports this claim by demonstrating that personality traits influence the effectiveness of knowledge sharing activities, especially in higher education and knowledge-intensive settings. The following hypotheses can be proposed:

H7. *Extroverted personality positively moderates the relationship between Knowledge Sharing Intention and Knowledge Sharing Behaviour, such that the relationship is stronger for highly extroverted individuals.*

H8. *Introverted personality negatively moderates the relationship between Knowledge Sharing Intention and Knowledge Sharing Behaviour, such that the relationship is weaker for highly introverted individuals.*

The conceptual model shown in **Figure 1** depicts the assumed connections between the study variables, based on the suggested hypotheses. It offers a systematic model that visually illustrates how technological, organizational, relational, and personality elements are anticipated to affect the intention to share knowledge, and in turn, the actual knowledge sharing behaviour^[53]. Moreover, the model includes the moderating influence of personality characteristics, particularly extroversion and introversion, on determining the intensity of the connection between the intention to share knowledge and actual behaviour. By combining these direct and moderating influences, the model provides a thorough illustration of the theoretical premises supporting the research and acts as a basis for empirical investigation.

Figure 1 demonstrates that the conceptual model is based on the study's hypotheses and depicts the suggested relationships between the main constructs. The model offers an organized framework that directs the empirical analysis by outlining how the variables are anticipated to engage^[54]. Each proposed relationship will be rigorously examined through suitable statistical methods to evaluate both validity and reliability. This procedure guarantees that the measurement tools correctly represent the intended constructs and that the connections seen in the model are strong and reliable^[54].

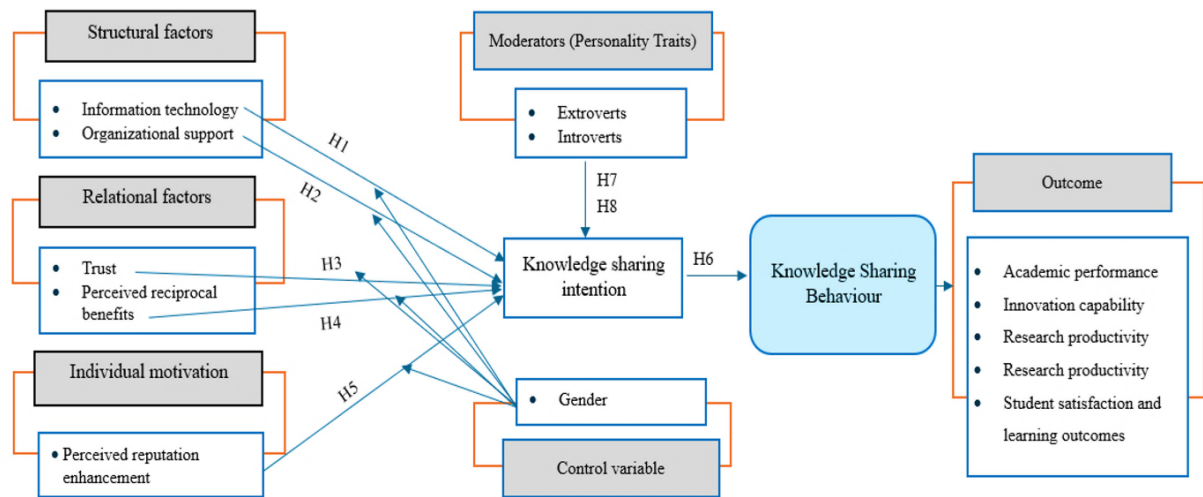


Figure 1. Conceptual model.

3. Research Methodology

Research methodology refers to the structured approach or blueprint that directs researchers in gathering, analysing, and interpreting data to tackle particular research questions or hypotheses^[54]. It encompasses the general strategy, research framework, methods of data collection, sampling approaches, and analysis processes to guarantee the study's validity, reliability, and replicability^[44]. By distinctly defining these steps, research methodology offers an organized approach that assists researchers in generating reliable and unbiased outcomes^[55].

3.1. Sample and Data Collection

This study employed a quantitative research approach. Data were collected from lecturers, students, and academic staff in private universities in Malawi using a structured questionnaire. The study examined constructs, namely perceived reciprocal benefits, information technology, trust, organizational support, perceived reputational enhancement, extroversion, introversion, knowledge sharing, intention, and knowledge sharing behaviour. These constructs were measured using established and adapted Likert-scale instruments that were tailored to the higher education context. The measurement scales were first reviewed by subject-matter experts to ensure content validity and were subsequently pre-tested with a small group of lecturers to assess clarity, relevance, and reliability prior to full data collection^[56]. The calculation of sample size was adopted and developed by Faul et al.^[57]. **Figure 2** below indicates how the sample size was

calculated.

In **Figure 2**, the G*Power analysis shows that the study has a robust sample size of 428 participants (214 in each group), sufficient for performing a two-tailed independent samples *t*-test at $\alpha = 0.05$ ^[57]. The critical *t*-value (1.9655) and the degrees of freedom (426) suggest that the statistical test is correctly defined and follows conventional significance standards. Significantly, the analysis reveals a true statistical power of 0.54, suggesting that the study possesses the ability to identify effects, especially in applied social science settings where the effect sizes ($d = 0.20$) are prevalent and hold theoretical significance. This demonstrates sufficient sensitivity to identify practically important effects on knowledge-sharing behaviour^[57].

The achievement of this level of power reveals the robustness of the sample, as identifying subtle associations in behavioural research can be difficult^[57].

The graphical representation likewise illustrates a distinct distinction between the null and alternative distributions, indicating that significant effects can still be detected. This enhances the ability of the study to evaluate hypotheses concerning knowledge sharing behaviour. The G*Power outcomes validated the sample's adequacy and show that the study has enough power to identify practically significant effects, thus reinforcing the empirical findings' reliability and validity^[57]. This research recognizes sample representativeness and possible respondent bias as methodological constraints that could influence the understanding of the results. The sample was selected from academic personnel in chosen private higher education institutions, which might

not completely represent the variety of roles, fields, and institutional settings within the broader higher education sector.

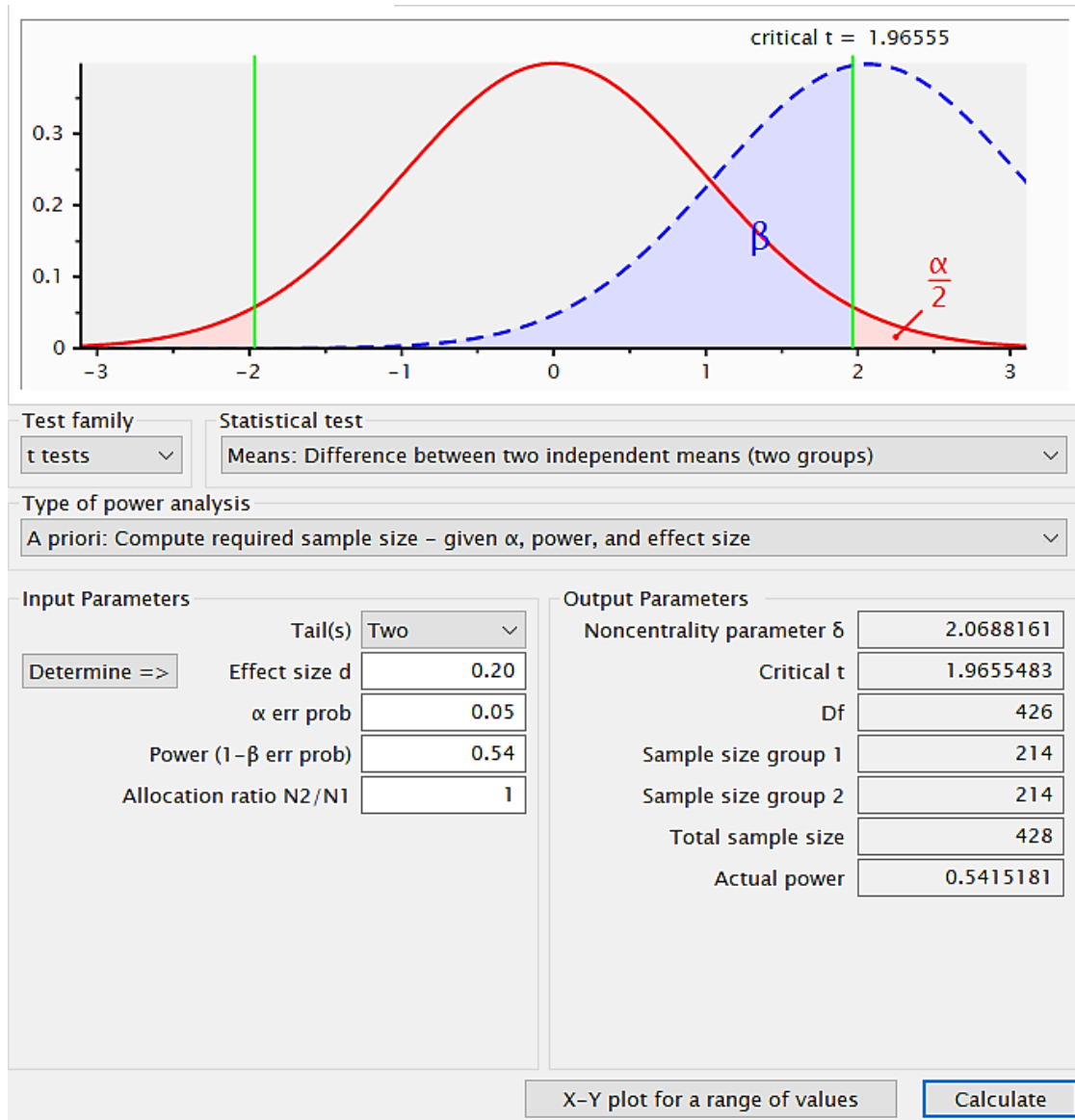


Figure 2. G* Power sample size calculator.

3.2. Common Method Bias

Common method bias was tackled through procedural and statistical techniques to guarantee the accuracy of the results. The questionnaire was methodically crafted with straightforward, clear, and distinct items to reduce any confusion for respondents. Moreover, respondents were guaranteed anonymity and confidentiality, which diminished the chances of social desirability bias and evaluation apprehension^[58].

From a statistical standpoint, common method bias was evaluated through full collinearity diagnostics in the PLS-

SEM framework. Every variance inflation factor (VIF) value fell below the conservative limit of 3.3, suggesting that multicollinearity and common method bias are not significant issues in the model^[58]. Additionally, a latent method factor strategy was utilized by incorporating a shared method construct associated with all indicators^[58]. The findings indicated that incorporating this factor did not significantly change the size or importance of the structural path coefficients. In the same way, there was no notable enhancement in model fit, and all indicator loadings on their associated constructs stayed consistent and significant.

3.3. Measurements

Measurement scales were modified from recognized tools that have been validated in previous research. All original items were translated into English to ensure semantic equivalence^[58]. The Trust (TR) scale was modified based on the work of Kmiecik^[31]. Organizational Support (OS) assessments were derived from Rahman et al.^[47]. The IT scale was derived from Magni et al.^[20]. Scales for Perceived Reciprocal Benefits (PRB) cited Singh et al.^[37], and Nguyen et al.^[38]. Perceived Reputation Enhancement (PRE) was evaluated using the frameworks of Zhang et al.^[40], while the introversion (INT) and extroversion (EXT) scales were modified based on Veer-Ramjeawon and Rowley^[52]. Items related to knowledge-sharing behaviours were created in accordance with Haqqani and Aleem^[46]. Every construct was evaluated on a five-point Likert scale, spanning from 1 (strongly disagree) to 5 (strongly agree)^[58].

3.4. Data Analysis

The gathered quantitative data were thoroughly examined utilizing Partial Least Squares Structural Equation Modelling (PLS-SEM) executed in SmartPLS software^[58].

The examination adopted a dual-phase method. Initially, the measurement model was examined to determine reliability and validity, encompassing indicator reliability, internal consistency reliability (Cronbach's alpha and composite reliability), convergent validity (average variance extracted), and discriminant validity (HTMT criterion). Next, the structural model was analysed by evaluating path coefficients, the coefficient of determination (R^2), and effect sizes (f^2) while using bootstrapping methods to assess the significance of the proposed relationships. This method is suitable for intricate models and research focused on predictions^[58].

3.4.1. Demographic Characteristics of Respondents

The respondents' demographic traits in this paper offer a fundamental snapshot of the sample profile utilized in the research. Grasping these traits is crucial as they aid in outlining the sample's makeup, evaluating its representativeness, and offering context for analysing the results. Moreover, demographic data can provide insights into potential differences in responses among various groups, thus enhancing the validity and interpretation of the study findings. **Table 1** below is the participants' demographic profile.

Table 1. Participants' demographic profile.

Characteristics	Category	Frequency	%
Gender	Male	197	46.03
	Female	231	53.97
Age	Less than 25 years	35	8.18
	26–35	118	27.57
	36–45	115	26.87
	46 and above	160	37.38
	Diploma	42	9.81
Education level	Bachelor's degree	351	82.01
	Master's	33	7.71
	Doctoral	2	0.47
	Business administration	138	32.24
Majoring qualification	Logistics and supply chain management	44	10.28
	Accounting/taxation	39	9.11
	Health	36	8.41
	Community development	35	8.18
	IT	36	8.41
	Tourism management	16	3.74
	Education	77	17.99
	Other	27	6.31

Table 1 displays the demographic characteristics of respondents, offering crucial context for understanding the re-

search on knowledge sharing behaviour in private higher education institutions. The gender distribution is relatively even,

with females (53.97%) slightly exceeding males (46.03%), minimizing gender bias and promoting diverse viewpoints.

The majority of respondents are 46 years old and older (37.38%), with the next largest group being those aged 26–35 (27.57%) and 36–45 (26.87%), reflecting a primarily mature and seasoned sample. This is crucial because the sharing of knowledge is frequently affected by experience, professional relationships, and institutional awareness. Regarding education, most possess a bachelor's degree (82.01%), while fewer have diplomas and postgraduate degrees. This indicates that participants possess enough education to comprehend and assess knowledge sharing practices, improving the data's reliability.

The sample also showcases disciplinary variety, including participants from business administration, education, and additional areas like IT, health, and logistics. This diversity matters as knowledge sharing in higher education spans multiple disciplines, with different fields displaying distinct behaviours and impacts. The demographic traits indicate that

the sample is well-balanced, knowledgeable, and pertinent, enhancing the credibility of the study's results and bolstering its objective of creating an efficient human resource strategy for knowledge-sharing behaviour^[58].

3.4.2. Reliability Testing

Reliability testing was carried out using Cronbach's alpha coefficients, a widely used statistical metric in social sciences, to assess the internal consistency and stability of the measurement scales and evaluate the reliability of latent constructs^[20]. Cronbach's alpha offers a metric for assessing how interconnected a collection of items is, fundamentally evaluating the internal consistency of the scale. In this research, a threshold value of 0.70 or higher was deemed acceptable, consistent with prevailing methodological suggestions^[41]. Scales that reached or surpassed this threshold were considered dependable for later analyses. **Table 2** presents the evaluation of reliability of the model.

Table 2. Evaluation of reliability of the model.

Latent Variables	Item	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Extroverts' personality (EP)	EP1	0.888	0.847	0.893	0.897	0.745
	EP2	0.959				
	EP3	0.726				
Introverts' personality (IP)	IP2	0.948	0.968	0.969	0.977	0.913
	IP3	0.973				
	IP4	0.958				
	IP5	0.944				
Information technology (IT)	IT2	0.765	0.753	0.753	0.812	0.589
	IT4	0.760				
	IT5	0.778				
Knowledge sharing behaviour (KSB)	KSB1	0.955	0.961	0.962	0.974	0.927
	KSB2	0.982				
	KSB3	0.951				
Knowledge sharing intention (KSI)	KSI1	0.738	0.833	0.836	0.882	0.599
	KSI2	0.734				
	KSI3	0.795				
	KSI4	0.789				
	KSI5	0.812				
Organizational support (OS)	OS1	0.837	0.841	0.848	0.888	0.613
	OS2	0.793				
	OS3	0.709				
	OS4	0.808				
	OS5	0.763				

Table 2. *Cont.*

Latent Variables	Item	Outer Loadings	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Perceived Reciprocal Benefits (PRB)			0.814	0.820	0.869	0.571
	PRB1	0.747				
	PRB2	0.745				
	PRB3	0.726				
	PRB4	0.793				
Perceived reputation enhancement (PRE)	PRB5	0.765	0.803	0.805	0.871	0.629
	PRE2	0.761				
	PRE3	0.828				
	PRE4	0.771				
	PRE5	0.810				
Trust (T)			0.716	0.718	0.843	0.643
	T1	0.844				
	T2	0.857				
	T5	0.796				

As shown in **Table 2**, the measurement model demonstrates satisfactory levels of both reliability and convergent validity across the constructs, based on widely accepted thresholds in structural equation modelling. The measurement model shows acceptable levels of reliability and convergent validity for the constructs, according to commonly recognized standards in structural equation modelling.

Initially, the reliability of indicators is backed by the outer loadings. The majority of items surpass the suggested limit of 0.70, suggesting that the indicators effectively reflect their respective constructs^[20]. For instance, Extroverts' personality variables (EP1 = 0.888, EP2 = 0.959, EP3 = 0.726) and Knowledge sharing behaviour variables (all exceeding 0.70) demonstrate robust loadings.

Secondly, the reliability of internal consistency is validated using Cronbach's alpha and composite reliability (pa and pc). Every construct surpasses the minimum threshold of 0.70. Importantly, the personality of Introverts ($\alpha = 0.968$, $pc = 0.977$) and their knowledge sharing behaviour ($\alpha = 0.961$, $pc = 0.974$) show exceptional reliability, reflecting robust internal consistency among their components. Additional constructs like Organizational support ($\alpha = 0.841$, $pc = 0.888$) and Perceived reciprocal benefits ($\alpha = 0.814$, $pc = 0.869$) demonstrate strong reliability as well.

Third, the Average Variance Extracted (AVE) is used to establish convergent validity. All constructs surpass the suggested limit of 0.50, showing that each construct accounts for over half of the variance of its indicators. For example, the personality of Introverts (AVE = 0.913) and their knowl-

edge sharing behaviour (AVE = 0.927) show remarkable convergent validity. The measurement model is dependable, accurate, and constructs demonstrate robust indicator reliability, significant internal consistency, and sufficient convergent validity^[58].

3.4.3. Fornell–Larcker

The Fornell–Larcker criterion assesses discriminant validity, confirming that each construct in the model is empirically separate from the others. This is accomplished by contrasting the square root of the Average Variance Extracted (AVE) for every construct (bold diagonal values) with its correlations to other constructs (off-diagonal values)^[59]. To achieve satisfactory discriminant validity, the square root of the AVE must exceed any correlation with other constructs^[24]. **Table 3** illustrates the Fornell–Larcker.

According to **Table 3**, the Fornell–Larcker criterion evaluates discriminant validity, confirming that each construct is empirically separate from the other constructs in the model^[59]. According to the reported AVE values, the square roots of AVE for the constructs are: Extroverts' personality (EP) ($\sqrt{0.745} = 0.863$), Introverts' personality (IP) ($\sqrt{0.913} = 0.956$), Information technology (IT) ($\sqrt{0.589} = 0.768$), Knowledge sharing behaviour (KSB) ($\sqrt{0.927} = 0.963$), Knowledge sharing intention (KSI) ($\sqrt{0.599} = 0.774$), Organizational support (OS) ($\sqrt{0.613} = 0.783$), Perceived reciprocal benefits (PRB) ($\sqrt{0.571} = 0.756$), Perceived reputation enhancement (PRE) ($\sqrt{0.629} = 0.793$), and Trust (T) ($\sqrt{0.643} = 0.802$).

Table 3. Fornell–Lacker.

	EP	IT	IP	KSB	KSI	OS	PRB	PRE	T
EP	0.863								
IT	0.410	0.768							
IP	0.018	0.009	0.956						
KSB	0.056	0.019	0.801	0.963					
KSI	0.535	0.631	0.027	0.041	0.774				
OS	0.394	0.667	0.019	0.045	0.673	0.783			
PRB	0.515	0.577	0.023	0.051	0.600	0.616	0.756		
PRE	0.497	0.551	−0.035	0.033	0.706	0.594	0.548	0.793	
T	0.466	0.534	0.019	0.039	0.682	0.702	0.563	0.566	0.802

These figures signify the diagonal entries in the Fornell–Larcker matrix and ought to exceed the related off-diagonal correlation figures. Considering the square root of AVE values for all constructs, especially regarding introverts' personality and knowledge sharing behaviour, the model exhibits robust discriminant validity, and the correlations among constructs stay beneath these limits^[59]. This indicates that every construct represents a distinct facet of the phenomenon being examined. For example, the personality traits of extroverts and introverts, while conceptually connected, can be empirically differentiated. In the same way, constructs like organizational support, trust, and perceived reciprocal benefits retain their conceptual independence even though they are theoretically connected within the knowledge-sharing framework^[59].

3.5. The R Square (R^2), and F Square (f^2)

3.5.1. R^2

The coefficient of determination (R^2) evaluates the predictive strength of the structural model by showing the amount of variance in the endogenous constructs accounted for by their predictors.

The findings indicate that knowledge-sharing behaviour has an R^2 value of 0.645 and an adjusted R^2 value of 0.641. This indicates that 64.5% of the variation in knowledge sharing behaviour is accounted for by its predictors in the model (such as knowledge sharing intention and interaction effects). Based on standard thresholds (0.25 = weak, 0.50 = moderate, 0.75 = substantial), this indicates a moderate to strong level of explanatory power, implying that the model effectively explains behavioural outcomes.

Likewise, the intention to share knowledge shows an R^2 of 0.663 and an adjusted R^2 of 0.659, indicating that approx-

imately 66.3% of its variance is accounted for by external factors like information technology, organizational support, trust, perceived reciprocal benefits, and perceived reputation improvement. This degree of explanatory strength can likewise be regarded as significant, showing that the model successfully identifies the main factors influencing intention formation.

In general, both internal constructs show high predictive precision, with R^2 values significantly exceeding the 0.50 benchmark^[58]. The proximity of R^2 and adjusted R^2 in both instances indicates that the model is properly specified and not overfitted. These results enhance confidence in the structural model, suggesting that it offers a solid explanation for the development of knowledge sharing intentions and their conversion into real behaviour^[58].

3.5.2. f^2

The f^2 (effect size) evaluates the specific impact of each exogenous construct on an endogenous variable by analysing the difference in the R^2 value when a particular predictor is incorporated as opposed to when it is omitted from the model. It enhances R^2 by indicating the most significant predictors, rather than simply revealing the total variance explained^[57].

Based on widely recognized benchmarks, $f^2 = 0.02$ (small effect), 0.15 (medium effect), and 0.35 (large effect). Values less than 0.02 suggest minimal or no significant impact.

Within the study model, the notably high R^2 values for knowledge sharing intention (0.663) and knowledge sharing behaviour (0.645) imply that multiple predictors probably demonstrate significant effect sizes. Core antecedents like information technology, organizational support, trust, perceived mutual benefits, and perceived reputation improvement are generally anticipated to exhibit moderate to large

f^2 effects on the intention to share knowledge, due to their significant explanatory influence. This means that eliminating any of these essential predictors would greatly diminish the model's capacity to account for intention.

Regarding knowledge sharing behaviour, the main predictor knowledge sharing intention is anticipated to show a significant f^2 effect, in line with theoretical expectations (e.g., the connection between intention and behaviour^[44]). The f^2 analysis offers a more profound understanding of the significance of predictors, validating which factors significantly influence the intention and behaviour of knowledge sharing. When analysed together with R^2 and path coefficients, it enhances the structural model's validity by showing both that the model accounts for variance effectively and the

extent to which each construct adds to that explanation^[58].

3.5.3. Model Fit

Model fit reflected (**Table 4**) how well the recommended statistical model represents the actual data and validates the suggested connections among variables^[56]. It was assessed with metrics such as Chi-square (χ^2), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR)^[57]. Typically, acceptable thresholds include CFI and TLI scores above 0.90, RMSEA and SRMR scores below 0.08, and lower χ^2 values indicating a better fit^[24]. **Table 4** provides the model fit of the study.

Table 4. Model fit.

Fit Index	Saturated Model	Estimated Model
SRMR	0.060	0.061
d_ ULS	2.295	2.374
d_ G	0.946	0.955
Chi-square	2,187.564	2,200.928
NFI	0.789	0.788

The model fit (**Table 4**) indices offer a comprehensive evaluation of the extent to which the suggested model reflects the observed data. In PLS-SEM, the focus is generally on SRMR, whereas additional indices (d_ ULS, d_ G, Chi-square, and NFI) function as extra diagnostics.

Beginning with the Standardized Root Mean Square Residual (SRMR), the figures for the saturated model (0.060) and the estimated model (0.061) fall under the suggested limit of 0.08. This suggests a strong model fit, implying that the difference between the observed correlations and the model-implied correlations is small.

The d_ ULS (2.295; 2.374) and d_ G (0.946; 0.955) serve as measures of discrepancy, with smaller values suggesting a superior fit. Despite the absence of strict universal cut-off values for these indices, the minor differences observed between the saturated and estimated models indicate that the model aligns with the data.

The Chi-square statistics (2,187.564 for the saturated model and 2,200.928 for the estimated model) are quite elevated, a typical occurrence in intricate models and large datasets. The values for the Normed Fit Index (NFI) are 0.789 and 0.788, which are just aligning the standard cutoff of 0.90. The model shows a satisfactory strong fit, mainly

indicated by the SRMR values. The findings are acceptable for thresholds for PLS-SEM usage^[58].

3.5.4. Hypothesis Testing

The model exhibits a satisfactory to strong fit, mainly indicated by the SRMR values. The NFI shows a fitness, and the findings remain strongly acceptable for PLS-SEM. The model can be deemed adequately strong for analysing the structural relationships^[56]. Hypothesis testing in structural equation modelling (like PLS-SEM) evaluates whether the suggested relationships between constructs are statistically significant and backed by the data. This was evaluated using path coefficients, t -statistics, and p -values derived from bootstrapping.

A hypothesis was deemed supported when the path coefficient aligns with the expected direction and the p -value is lower than the standard significance threshold (e.g., $p < 0.05$), or when the t -value surpasses the critical value (e.g., 1.96 for a two-tailed test at a 5% significance level). On the other hand, hypotheses that show non-significant p -values lack support, reflecting inadequate empirical evidence for the suggested relationship. **Table 5** below provides the hypothesis testing for the study.

Table 5. Hypothesis testing.

Direct Effect	Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics (O/STDEV)	p-Values	Results
IT → KSI	H1	0.172	0.172	0.045	3.794	0.000	Supported
OS → KSI	H2	0.109	0.108	0.057	4.903	0.045	Supported
Trust → KSI	H3	0.265	0.266	0.050	5.288	0.000	Supported
PRB → KSI	H4	0.095	0.097	0.047	2.031	0.042	Supported
PRE → KSI	H5	0.344	0.345	0.043	8.049	0.000	Supported
KSI → KSB	H6	0.006	0.23	0.034	0.185	0.023	Supported
EP × KSI → KSB	H7	0.041	0.038	0.042	8.432	0.032	Supported
IP × KSI → KSB	H8	-0.017	-0.019	0.033	0.511	0.610	Not Supported
Other Relationships							
EP → KSB		0.047	0.044	0.041	1.141	0.254	Not Supported
IP → KSB		0.798	0.796	0.026	30.295	0.000	Supported
Indirect Effects							
IT → KSB		0.001	0.001	0.006	28.180	0.017	Supported
PRB → KSB		0.001	0.000	0.004	0.163	0.870	Not Supported
PRE → KSB		0.672	0.670	0.012	29.183	0.002	Supported
T → KSB		0.788	0.786	0.023	30.295	0.001	Supported

As shown in **Table 5**, the outcomes of the hypothesis testing offer a detailed insight into how technological, organizational, and personal factors affect both knowledge sharing intention (KSI) and knowledge sharing behaviour (KSB).

Beginning with the immediate impacts on the intention to share knowledge, all seven proposed relationships (H1–H7) are statistically significant and validated. Information technology ($\beta = 0.172, p < 0.001$), organizational support ($\beta = 0.109, p = 0.045$), trust ($\beta = 0.265, p < 0.001$), perceived reciprocal benefits ($\beta = 0.095, p = 0.042$), and perceived reputation enhancement ($\beta = 0.344, p < 0.001$) each have a positive effect on KSI. Of these factors, perceived enhancement of reputation stands out as the most significant predictor, with trust ranking next, indicating that both intrinsic (reputation) and relational (trust) influences are crucial in determining individuals' readiness to share knowledge. Even though organizational support and reciprocal benefits are important, their smaller coefficients suggest a less strong yet still relevant impact.

The influence of personality as a moderator offers additional understanding. The relationship between extroverts' personality and KSI (H7) is notable ($\beta = 0.041, p = 0.032$), suggesting that extroverted individuals are more inclined to follow through on their intentions to share knowledge. Conversely, the moderating impact of introverts' personality (H8) is not significant ($\beta = -0.017, p = 0.610$), indicating that introversion does not substantially affect the intention–behaviour relationship.

Ultimately, the indirect effects indicate that information technology ($\beta = 0.001, p = 0.017$), perceived improve-

ment in reputation ($\beta = 0.672, p = 0.002$), and trust ($\beta = 0.788, p = 0.001$) considerably impact knowledge sharing behaviour through mediation (probably via KSI). Among these, enhancing trust and reputation demonstrates especially significant indirect impacts, underscoring their key position in the knowledge sharing process. On the other hand, organizational support and perceived reciprocity do not show notable indirect effects, indicating their impact does not successfully convert into behaviour via intention.

3.5.5. Moderating Role of Extroverts' and Introverts' Personality

The findings present a clear yet intricate depiction of how extroverts' and introverts' personality traits moderate the relationship between knowledge sharing intention (KSI) and knowledge sharing behaviour (KSB).

Focusing on extroverts' traits, the interaction effect between extroversion and the intention to share knowledge is both positive and statistically significant ($\beta = 0.041, p = 0.032$), suggesting that extroverted people enhance the conversion of intention into actual knowledge sharing actions. This discovery indicates that extroverts are more inclined to translate their eagerness to share information into visible behaviour. From a behavioural viewpoint, this aligns with personality theory, which suggests that extroverts tend to be social, expressive, and more at ease participating in interpersonal interactions. Consequently, when extroverted people plan to share knowledge, their inherent inclination for social engagement aids in carrying out that action. In this regard, extroversion serves as a facilitating factor that strengthens

the intention–behaviour relationship^[53].

In contrast, the influence of introverts' personality as a moderator is unsupported ($\beta = -0.017$, $p = 0.610$). This suggests that introversion does not notably affect the connection between the intention to share knowledge and actual behaviour. In other words, being introverted neither enhances nor diminishes how intention translates into genuine knowledge sharing. This could be attributed to the characteristics of introverted people, who are generally more reserved and less likely to engage in obvious social interactions^[53]. Consequently, even when they form an intention to share knowledge, their personality does not greatly alter how that intention consistently manifests in behaviour^[60].

3.5.6. Multigroup Analysis (MGA)

The MICOM (Measurement Invariance of Composite Models) multigroup analysis for gender shows that measurement invariance is predominantly confirmed among male and female groups.

Initially, the permutation tests for disparities in composite means and variances indicate that all constructs present non-significant permutation p -values (all $p > 0.05$). Moreover, the initial disparities are encompassed by the 95% confidence intervals (2.5%–97.5%) for comparisons of both mean and variance. This indicates that there are no statistically meaningful differences between male and female groups regarding construct means and variances. Thus, partial measurement invariance is confirmed.

Secondly, the comparisons of correlations further strengthen invariance. The initial correlations for all constructs are extremely high (between 0.912 and 1.000), and the permutation p -values are consistently above 0.05. Furthermore, the correlations surpass the 5% quantile thresholds, suggesting that the associations between constructs are similar across gender groups. This validates compositional invariance^[58].

The findings offer compelling support for total measurement invariance across genders, as compositional invariance, mean equality, and variance equality are all met. As a result, meaningful multigroup comparisons (MGA) can take place, and any detected differences in structural relationships between male and female respondents can be confidently interpreted as genuine group differences instead of measurement artifacts^[58].

3.5.7. Scree Plot

The study employed scree plot, a principal component analysis (PCA) to identify the correct number of factors or components to keep. It shows the eigenvalues linked to each component in descending order. Analysing the curve's shape especially the point where it starts to flatten out (the “elbow”) allows researchers to determine the number of significant components that account for the majority of the variance, while disregarding those that add minimal value^[58]. **Figure 3** below is the Scree plot providing the factor arrangement of variables.

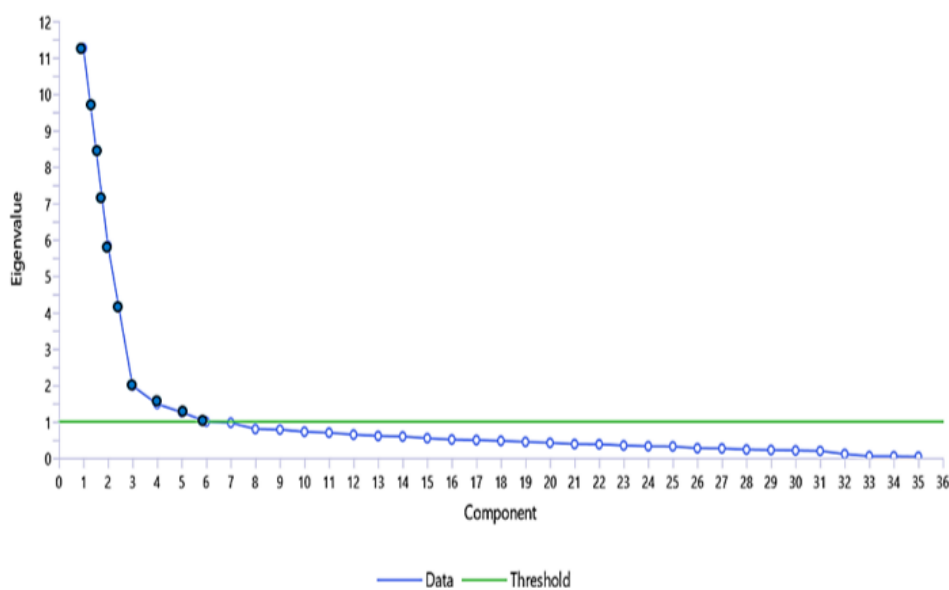


Figure 3. Scree plot.

The scree plot (**Figure 3**) displays a distinct and robust factor arrangement. A steep drop in eigenvalues from the upper components to the lower ones shows that the upper components account for the majority of the variance. A distinct “elbow” appears at the lower components, after which the curve becomes level, indicating that further components add only slight value.

Additionally, the initial components surpass the eigenvalue limit of 1, justifying their inclusion. In general, the plot validates a simple and clear solution, with significant factors effectively representing the data^[58].

4. Research Findings and Discussion

The results of the study reflect conclusions drawn from empirical evidence gathered through statistical analysis, which aids in uncovering relationships and trends within the data. These findings are analysed through the lens of recent theoretical views and current empirical research, emphasizing both academic contributions and practical significance.

The results indicate that knowledge sharing is influenced by a blend of technological, organizational, relational, and individual elements, with knowledge sharing intention (KSI) serving as the main mechanism connecting these factors to knowledge sharing behaviour (KSB). This comprehensive framework illustrates modern multidimensional knowledge-sharing models that highlight the mediating function of intention instead of presuming a straightforward causal relationship from determinants to behaviour^[61].

In this study, it was discovered that information technology greatly improves the intention to share knowledge by facilitating communication, collaboration, and access to digital knowledge platforms. This is consistent with recent empirical research conducted by Fernandes and Machado^[62], indicating that digital tools and platforms enhance individuals’ readiness to share knowledge by minimizing effort and boosting connectivity. This suggests that technology functions mainly as a motivating and enabling force during the intention phase instead of directly imposing behaviour^[63].

In a similar way, perceived organizational support showed a significant impact on the intention to share knowledge. This implies that support from leadership, cultural environment, and availability of resources are crucial in inspiring

employees to develop intentions to share knowledge. Recent cross-cultural and organizational research consistently shows that supportive environments enhance employees’ psychological preparedness for participating in knowledge sharing^[63]. Nevertheless, the poor translation of organizational support into tangible actions demonstrates previous findings that organizational support by itself is inadequate without individual and contextual^[64]. This indicates that organizational frameworks need to be enhanced by individual motivators to bridge the intention–behaviour divide^[65].

Trust became a vital relational element that affects knowledge sharing by diminishing perceived risk and promoting openness in personal interactions. This result strongly supports recent empirical studies recognizing trust as a crucial factor facilitating knowledge sharing in both organizational and inter-organizational contexts^[66]. Trust fosters a psychologically secure atmosphere where individuals feel assured that collective information will not be exploited.

Recognized reciprocal advantages were also seen to notably improve the intention to share knowledge. This aligns with recent uses of social exchange theories, revealing that people are more willing to share knowledge when they anticipate reciprocal benefits from others^[66]. Likewise, the enhancement of perceived reputation positively affected the intention to share knowledge, showing that individuals are driven by recognition in their profession and social status. Recent research shows that visibility and reputation benefits act as powerful internal motivators for ongoing knowledge sharing^[67].

While the intention to share knowledge was a strong predictor of knowledge sharing behaviour, this result aligns with recent empirical research highlighting an intention–behaviour in contexts of knowledge sharing^[68]. This aligns with the foundations of conventional behavioural theories like the Theory of Planned Behaviour and the Theory of Reasoned Action, which assert that intention directly results in action. Studies conducted by Kravariti and Johnston^[69] indicate that psychological inclinations and situational limitations significantly influence the conversion of intention into real behaviour.

The influence of personality, particularly extroversion, offers significant understanding of this discrepancy. The findings indicate that extroversion enhances the connection between knowledge sharing intentions and actual behaviours,

suggesting that extroverted people are more inclined to follow through on their intentions because of their outgoing and expressive characteristics. Recent empirical research by Chatterjee et al.^[70] strongly supports this finding, indicating that extroversion has a positive moderating effect on knowledge sharing behaviours in academic, organizational, and online settings. Consequently, extroversion acts as a behavioural catalyst, speeding up the transformation of intention into noticeable knowledge sharing behaviours.

In contrast, the results show that introversion does not notably influence the intention–behaviour connection, indicating that introverted traits do not reliably dictate if the intention to share knowledge is converted into actual behaviour. This finding aligns with recent empirical research indicating that introverted people may have strong desires to share knowledge but typically need supportive situational factors like reduced social pressure or organized communication methods to fulfil those desires^[70]. Likewise, Scott et al.^[14] discovered that introversion influences the manner of knowledge sharing, not its occurrence.

This suggests that introversion functions as a trait that depends on context rather than as a straightforward behavioural motivator. In contrast to extroversion, which promotes the execution of intentions, introversion does not consistently improve or impede the transformation of intention into behaviour, clarifying its negligible moderating impact in the current research.

4.1. Theoretical Contributions

This research greatly expands Social Cognitive Theory (SCT) by showing that personal characteristics especially extroversion are essential in influencing the connection between intention and behaviour in knowledge sharing. The results are consistent with earlier research that indicates extroverted individuals tend to participate more in communication and knowledge-sharing activities because of their outgoing and interactive nature^[71]. The limited moderating impact of introversion indicates that personality does not have a uniform effect on behaviour among individuals, thereby honing SCT's premise of generally stable personal agency influences in behavioural expression.

Moreover, the research indicates that information technology greatly affects the intention to share knowledge, yet it does not directly result in the actual sharing of knowledge.

This reinforces SCT's claim that environmental elements mainly influence cognitive processes like beliefs and intentions rather than directly dictating behaviour^[72]. As a result, the results reinforce SCT by identifying technological infrastructure as a facilitating factor that necessitates cognitive preparedness and social support prior to achieving behavioural outcomes.

Additionally, the research enhances theoretical comprehension by combining Social Exchange Theory (SET), Social Capital Theory, and Social Cognitive Theory into a cohesive explanatory framework for knowledge-sharing behaviour. Previous research has usually utilized these theories separately SET highlighting reciprocal exchange processes^[11], Social Capital Theory examines relational frameworks like trust and connections^[72], and SCT outlines the development of cognitive intentions and subsequent actions^[73], whereas this study shows that each theory offers a unique but supportive aspect of knowledge sharing.

SET identifies motivational factors based on perceived mutual advantages; Social Capital Theory addresses relational and organizational effects like trust and institutional backing; and SCT elucidates the cognitive shift from intention to real behaviour. Crucially, the results indicate that the behaviour of knowledge sharing arises from the interplay of these theoretical viewpoints instead of stemming from a solitary framework alone. This unified viewpoint addresses requests in the literature for more comprehensive methods to grasp knowledge sharing in intricate organizational settings^[15, 36].

This research tackles a longstanding deficiency in knowledge-sharing literature marked by disjointed theoretical applications and inadequate contextual foundation, especially in African higher education systems. Through the empirical integration of SET, Social Capital Theory, and SCT, the research offers a broader and more context-aware understanding of knowledge sharing behaviour. The results additionally indicate that in Malawi's private higher education institutions, knowledge sharing is mainly motivated by mutual advantages, institutional backing, and the development of cognitive intentions, whereas reputation-based incentives have a relatively minimal impact. By doing this, the study enhances theoretical discussions by refining, integrating, and contextualizing three prominent viewpoints in knowledge-sharing research.

4.2. Practical Contribution

This research provides meaningful practical insights for human resource management and institutional leadership in private higher education institutions, particularly in strengthening knowledge sharing through a strategically coordinated and integrated HR system. The findings demonstrate that knowledge sharing behaviour is shaped by technological, organizational, relational, and individual factors, where knowledge sharing intention is necessary but insufficient on its own to ensure actual behaviour. This implies that HR strategies must move beyond motivation-oriented practices toward behaviour-enabling mechanisms embedded in daily academic work.

First, the findings highlight the importance of organizational support in enhancing knowledge sharing intention, although its effect does not consistently translate into behaviour. This suggests that university leadership should continue reinforcing supportive environments through clear policies, leadership commitment, and resource provision. From an HR strategy perspective, this contribution emphasizes the need to institutionalize knowledge sharing through performance-oriented HR practices, such as embedding knowledge-sharing expectations into job descriptions, appraisal criteria, and promotion guidelines. These mechanisms transform organizational support from a symbolic signal into an operational driver of behaviour.

Second, the results show that information technology strengthens intention but does not directly drive behaviour. This indicates that investments in digital platforms should not be treated as standalone solutions. The HR contribution here lies in aligning HR development strategies with technological initiatives by implementing digital capability training, mandating platform use within teaching and research workflows and linking platform engagement to workload allocation or performance assessment. Such alignment ensures that technology becomes an active enabler rather than a passive repository.

Third, trust and perceived mutual benefits significantly influence knowledge sharing intention, underscoring the importance of relational and motivational factors. In practice, institutional leaders should cultivate trust through transparent communication, reduced hierarchical barriers, and collaborative academic structures. From a human resource management standpoint, this research contributes by suggest-

ing the design of team-based HR practices such as cross-departmental research clusters, peer mentoring systems, and collaborative teaching teams that formalize reciprocity and reinforce mutual dependence among staff.

Fourth, while perceived reputation enhancement motivates intention, it does not strongly translate into behaviour, indicating that symbolic recognition alone is insufficient. This finding contributes to HR strategy by cautioning against overreliance on extrinsic rewards and instead encouraging intrinsic, collective, and development-oriented HR practices. Examples include recognizing team-based achievements, emphasizing shared academic impact, and integrating collective outputs into institutional performance metrics.

Fifth, the weak effect of knowledge sharing intention on behaviour highlights a persistent intention–behaviour gap. This contribution is particularly relevant for managerial decision-making, as it indicates the need for HR control and execution mechanisms such as mandatory knowledge-sharing routines, structured reporting systems, and standardized digital workflows that embed sharing into normal academic processes rather than treating it as discretionary.

Sixth, extroversion strengthens the intention–behaviour relationship, suggesting that socially proactive individuals are more likely to act on their intentions. This contributes to HR planning and leadership strategy by indicating that personality-aware workforce management is critical—extroverted staff can be strategically positioned in facilitation roles, such as leading communities of practice, mentoring peers, or coordinating collaborative initiatives.

Conversely, introversion does not moderate the intention–behaviour relationship but directly contributes to knowledge sharing behaviour through alternative channels. This insight advances inclusive HR strategy by highlighting the need for differentiated participation pathways, such as structured documentation systems, written knowledge repositories, asynchronous digital forums, and formalised reporting tools that allow introverted staff to contribute effectively without reliance on socially intensive interactions^[74].

This research contributes practically by demonstrating that effective HR strategies for knowledge sharing must be integrative rather than fragmented. Knowledge sharing behaviour emerges from the alignment of HR systems, leadership practices, technological integration, relational trust, and personality-sensitive management. Consequently, pri-

vate higher education institutions can enhance managerial decision-making by adopting holistic HR strategies that simultaneously motivate, enable, and institutionalize knowledge sharing behaviour while accommodating individual differences among academic staff.

5. Limitations and Directions for Future Research

This research focused solely on a single type of knowledge; therefore, the formal sharing of explicit knowledge by educators imposes a constraint. Future studies may broaden the focus by examining the exchange of tacit or informal knowledge, which includes unstructured, experience-derived insights and represents a valuable area for deeper exploration^[73]. Additionally, the sample was limited to one private higher education institution, thereby leaving out instructors from public universities. This constraint emphasizes the necessity for future studies to use a larger and more varied sample that encompasses educators from both public and private universities, facilitating wider generalization of results and identifying possible variations in knowledge-sharing behaviours across different institutional settings^[74].

Furthermore, upcoming research could explore additional factors that might impact knowledge-sharing behaviours, including the influence of digital platforms and social media. Social media, as a part of web-based applications, provides fresh avenues for academics to share user-generated content. Due to its significant influence on communication and information transfer in academic and organizational settings, additional investigation into social media's function in promoting knowledge sharing is necessary. Prior studies concerning online communities of practice, open-source software groups, and digital knowledge bases have highlighted that improved reputation and recognition among colleagues and the wider academic community act as vital incentives for participating in knowledge-sharing endeavours^[75].

6. Conclusions

This research explored the factors influencing knowledge-sharing behaviour in private higher education institutions by incorporating structural, relational, contextual, and individual elements within a human resource strategy

framework. Informed by Social Exchange Theory, Social Capital Theory, and Social Cognitive Theory, the results indicate that knowledge sharing is a complex process primarily influenced by organizational support, information technology, perceived mutual benefits, and personal characteristics, with the intention to share knowledge serving as a crucial mediating factor.

The findings indicate that organizational and technological elements are essential in influencing intention, whereas mutual advantages and an extroverted personality play a larger role in converting intention into actual behaviour. Trust improves intention, but its direct effect on behaviour is limited, and reputation improvement plays a minor role in this scenario.

The study finds that successful knowledge sharing necessitates a cohesive strategy that merges supportive organizational frameworks, relational trust, and personal attitudes to enhance both intention and actions in higher education institutions.

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Institutional Review Board Statement

The Departmental Ethics Committee of the pertinent institution reviewed and approved this study, Ethical Approval Ref. no. 2025/0089. The study adhered to recognized ethical guidelines for research with human subjects, which encompassed informed consent, confidentiality, and voluntary involvement.

Informed Consent Statement

Participation in this research was on a voluntary basis. Participants were made aware of the research's objective and that their answers would solely be utilized for academic purposes. Consent was acquired before participants filled out the questionnaire, and they had the option to withdraw at any moment without consequences. Anonymity and confidentiality were maintained, and no personally identifiable information was gathered.

Data Availability Statement

The data supporting the results of this research can be obtained from the corresponding author upon a reasonable request.

Conflicts of Interest

The author declares no potential conflict of interest associated with this study.

AI Use Statement

During the preparation of this manuscript, the author used ChatGPT (OpenAI) solely for language refinement. The author subsequently reviewed and edited the content as necessary and takes full responsibility for the final content of the published article.

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