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Predicting Knowledge Sharing Behaviour among Non-Academic Staff in University of Ibadan, Nigeria

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Abstract

Knowledge sharing in higher institution of learning such as Universities is important to improved productivity. The purpose of this study is to analyse psychological motivations underlying non-academic staff' knowledge sharing behaviour (KSB) in University of Ibadan using the theory of planned behaviour (TPB). A questionnaire survey was conducted among non-academic staff from 13 faculties in the University of Ibadan. A total of 276 usable questionnaires were collected. Multiple regression analysis is applied to test the research model and hypotheses. Findings from the study revealed that non-academic staff' knowledge sharing intention is significantly influenced by attitude, subjective norm and perceived behavioural control. Also, perceived behavioural control was identified as the factor having the strongest influence on knowledge sharing intention. Furthermore, it was found that non-academic staff' KSB in university of Ibadan is significantly predicted by their perceived behavioural control and knowledge sharing intention, signifying that KSB is under both non-academic staff' volitional and perceived behavioural control, which is different from other groups of professionals in previous studies. Several managerial implications are suggested for the administrators to manage non-academic staff' KSB in the university. It is one of the first studies to exploit social psychological theory to examine non-academic staff' KSB in the university setting. However, the research model only shows predictive power and lacks explanatory power. Nevertheless, it provides a starting point for future researchers to further explore the salient beliefs underlying attitude, subjective norm and perceived behavioural control so as to explain KSB among non-academic staff' in the university context.

Keywords: UI Non-academic staff, Ibadan, Nigeria, knowledge sharing, theory of planned behaviour.

Introduction

In the present world economy, knowledge has become a key resource and very vital for the development and growth of any society. As the modern world economy is increasingly becoming knowledge and information based, knowledge will inevitably serve as the driving force for enhanced productivity, economic growth and performance. Knowledge is one of the main tools and a major economic resource needed for any institution to perform its tasks next to labour, land and capital. Without appropriate knowledge, no task can be performed, even from the simplest to the complex task (Paulin and Suneson, 2012). Thus, organisations that can obtain and apply valid and useful knowledge effectively are generally expected to perform more successfully (Allameh, Pool, Jaber, and Soveini, 2014). However, to gain competitive advantage, the focus should not simply be on recruiting staff with specific knowledge or skills, but also on sharing knowledge between experts and novices which are already part of the organisation (Wang and Noe, 2010). Bogdanowicz and Bailey (2002) regard knowledge as an asset which has to be valued, developed and shared. The sharing of knowledge between individuals and departments in the organisation is considered to be a crucial process (O'Dell and Grayson, 1998).

It is important to note that data, information and knowledge go hand-in-hand. Data refers to the content or a fact that is to be processed, while information refers to the data communicated or received. Knowledge goes beyond mere information in that information has now been interpreted and processed according to a point of view, preparing the receiver for appropriate actions (Aguolu and Aguolu, 2002). Knowledge is originated from intelligence of individuals and is visible in task systems, procedures, norms and customs which are difficult to imitate.

Knowledge can be classified as explicit or tacit. Nonaka (1994) defined explicit knowledge as knowledge that is formal, systematic and can be codified into records such as databases and libraries. Omotayo (2015) described characterisation of knowledge into explicit and tacit as rather too simple. Omotayo suggested that knowledge is better described as explicit, implicit, and tacit. Explicit means information or knowledge that is set out in tangible form. Implicit means information or knowledge that is not set out in tangible form but could be made explicit, while tacit is information or knowledge that one would have extreme difficulty operationally setting out in tangible form. Omotayo further stated that whether tacit, implicit, explicit or cultural, the most obvious point is to make organisation's data and information available to the members of the organisation. To make it available this has to do with sharing of such information or knowledge to the concerned members in the organisation for effective uses. Knowledge can be considered useful for the society only when it is shared with others, and this leads to knowledge sharing.

Knowledge sharing can be defined as a social interaction culture, involving the exchange of employee knowledge, experience and skills through whole department or organisation. Hogel, Parboteeah and Munson (2003) note that knowledge sharing comprises a set of shared understandings related to providing employees' access to relevant information and building and using knowledge network within organisations. Knowledge sharing occurs at the individual and organisational levels. With regards to the individual level, knowledge sharing is about conversing among colleagues in order to get something done better, efficiently, and perfectly. For the organisational level, knowledge sharing involves sharing experience between seniors and juniors or between top management and their subordinate in order to ensure that they improve their performance and make such knowledge available to the business. According to Alam,

Abdullah, Amir Ishak and Mohd Zain (2009), knowledge sharing is a process where employees exchange their knowledge or ideas through discussions to create new knowledge. The knowledge shared among peers involve visions, aims, opinion and questions besides the work aspects that would enhance their job performance and at the same time promote organisational performance. In order to achieve effective knowledge sharing, organisations should create an enabling environment in which the employees can feel safe in displaying behaviour that enhances knowledge sharing (Ogunsola and Lasode, 2017). Thus, knowledge sharing behaviour is defined as the behaviour, attitudes and manner in which knowledge sharing is exhibited by an individual or within a group of people. Knowledge sharing behaviour is often used interchangeably with knowledge sharing in most literature and so there is really no fine line of demarcation between the two concepts (Omojowolo, 2014).

The role of knowledge sharing in Nigerian universities has increasingly become inevitable in education, research, teaching and learning. Its roles in information dissemination cannot be over-emphasised, because it has transformed the conduct of research and teaching institutions by allowing non-academic staff a wide range of opportunities for accessing accurate and timely information as well as providing a medium for communication of their administrative work knowledge sharing. Effective knowledge management strategies highlight the role of knowledge sharing to achieve maximum results for academic institutions, particularly universities, where non-academic staff play important roles. The roles of non-academic staff in higher educational institutions are in the areas of administrative, secretarial, technical, providing consultation and other professional activities. Non-academic staff are required to share their knowledge and expertise to maintain their place in this era of information age. Thus, knowledge sharing is one of such activities that can be explained by looking at how it is affected by

behaviour (Elogie, 2010). Today, most organisations rely on shared knowledge for the development and growth of their enterprise. Maponya (2005) emphasised that knowledge sharing has been identified to be central to improvement in organisations' efficiency and job performance of employees through the agglomeration of experience and expertise of the staff. Knowledge sharing has benefits of cost effectiveness, time saving, quality of job, innovation, and motivation (Hafizi and Nor, 2006).

Despite the benefits of knowledge sharing, its practice, management and development among non-academic staff in academic institutions have received less attention even though various researchers have explored antecedents of knowledge sharing behaviour from the different employees' perspectives. Research is still scarce under the scope of non-academic staff of higher institutions of learning (Alam et al., 2009; and Abdur-Rafiu and Opesade, 2015). The non-academic staff consists of professionals from different academic backgrounds. They include directors, accountants, deputy registrars, secretarial staff, executive officers, supervisors, clerk and technicians among others. These group of people formed the administrative knowledge-base of university administration whose knowledge are essential in ensuring efficiency of units, seeking cooperation, establishing mutual trust and giving solutions to daily job-related problem.

Based on this knowledge gap, there is the need to explore knowledge sharing behaviour among non-academic staff in University of Ibadan through a comprehensive empirical research method. This research is undertaken to fill the research gap and make a major contribution in theory and managerial practices to the current understanding of knowledge sharing behaviour literature at the non-academic level.

Literature Review

Knowledgeable workers in organisations are required to move to the level of groups and the organisation as a whole so that they can achieve organisational goals (Nonaka, 1994). There is a growing awareness that knowledge sharing is vital to knowledge creation, organisational learning, and performance (Bartol and Srivastava, 2002). Knowledge sharing is considered a natural function of the workplaces as individuals in organisations always create and share knowledge. However, organisations must know what factors that promote employees to share knowledge among each other. Although there is much in the literature about why managing knowledge is important to organisations, there is much less on what processes are used to identify, capture, share and use knowledge within organisations (Ipe, 2003).

This study adopted the Theory of Planned Behaviour (TPB) developed by Ajzen (1991) to study what factors may influence knowledge sharing among the non-academic staff. There are four variables in this study. Knowledge sharing behaviour (KSB) as a dependent variable, attitude (ATT), subjective norm (SN) and perceived behavioural control (PBC) served as independent variables used for this study. Knowledge sharing behaviour (KSB) is defined as the degree to which an employee actually shares knowledge with other organisational members (Ajzen, 1991; Bock and Kim, 2002). According to Ipe (2003), the importance of KSB is that, it provides a connection between the individuals or employees and the organisation by moving knowledge, and will then be converted into competitive value for the organisation. Previous studies on KSB used variables such as frequency, quantity, and time spend on knowledge sharing etc. Bock, Zmud, Kim, and Lee (2005) examined factors believed to influence individuals' knowledge sharing intentions and drew upon the Theory of Reasoned Action (TRA) developed by Ajzen and Fishbein (1980) for the study's theoretical framework. Bock et al. (2005)

conducted a field survey of 154 managers from 27 Korean organisations, and found that attitudes toward knowledge sharing and subjective norms with regard to knowledge sharing as well as organisational climate influenced individuals' intentions to share knowledge. Besides, the authors also found that anticipated reciprocal relationships affected individuals' attitudes toward knowledge sharing while both sense of self-worth and organisational climate affected subjective norms. However, contrary to common belief, the authors found that anticipated extrinsic rewards exerted a negative effect on individuals' knowledge sharing attitudes.

A research conducted by Chatzoglou and Vraimaki (2009) on knowledge sharing behaviour of bank employees in Greece which applied the Theory of Planned Behaviour (TPB) revealed that an individual's attitude toward knowledge sharing is the major factor influencing intention to share knowledge. This implies that whether a person actually shares knowledge with others mostly depends on his or her personal, favourable or unfavourable, evaluation of the behaviour in question. Findings from the study also revealed that intention to share knowledge was influenced by subjective norm. Conclusively, the study found a direct effect of PBC on intention and on behaviour, as well as the effect of intention on knowledge sharing behaviour respectively.

This study seeks to apply the Theory of Planned Behaviour (TPB) to investigate knowledge sharing behaviour within a non-academic profession. The Theory of Planned Behaviour (TPB) is a psychological model that examines the behaviour of individuals and states that the best predictor of a person's behaviour in any given situation is their intention to perform the behaviour (Ajzen, 1991). The theory suggests that a person's behavioural intention is based upon three conceptually independent: attitude, subjective norm, and perceived behavioural control (Ajzen, 1991; Chatzoglou and Vraimaki, 2009).

Theoretical framework, research model and hypotheses

Attitude

TPB suggests three independent determinants of knowledge sharing intention: attitude, subjective norm and perceived behavioural control. Attitude towards a behaviour concerns the degree to which a person has a favourable or unfavourable assessment of the behaviour (Ajzen, 1991). Attitude has been tested to be a significant antecedent of organisational behavioural intentions. Chang (1998) observes that peoples' attitude towards moral behaviour significantly affects their moral behavioural intention. Bock and Kim (2002) found that attitude towards knowledge sharing exerts a strong influence on employees' knowledge sharing intention in large public organisations. For non-academic staff of the University of Ibadan, it is also expected that a positive evaluation of knowledge sharing would lead to a higher tendency to share knowledge. For instance, a non-academic staff of the University of Ibadan is likely to share his/her knowledge to resolve a problem if he/she appraises knowledge sharing behaviour as beneficial to him/her. Thus:

Hypothesis 1: There is a significant predictive relationship between attitude and knowledge sharing intention among non-academic staff in University of Ibadan.

Subjective norm

Subjective norm is defined as perceived social pressure to perform or not to perform a given behaviour (Ajzen, 1991). The perceived social pressure is formed by evaluating expectations of relevant important referents. Sveiby (2007) argues that employees' behaviour is influenced by perceived behaviour control, attitudes and atmosphere that characterised the life in a working environment. People are likely to behave in conformity with the existing norms in the working

environment. Subjective norm has received considerable empirical support as an important predictor of behavioural intention as regards knowledge sharing in prior studies (Ryu, Hee-Ho, and Han, 2003; Bock et al., 2005; Ding and Ng, 2009). In University of Ibadan, if a person perceives that knowledge sharing behaviour is supported and valued by important members such as colleagues, supervisors and managers, he/she would have a greater intention to knowledge.

Thus:

Hypothesis 2: There is a significant predictive relationship between subjective norm and knowledge sharing intention among non-academic staff in University of Ibadan.

Perceived behavioural control

TPB suggests that perceived behavioural control not only affects an individual's performance of behaviour but also influences the individual's intention to perform the behaviour. Even if a person has a favourable attitude towards knowledge sharing and has positive subjective norm regarding knowledge sharing, he/she may still have little intention to share knowledge because of lack of necessary opportunities or resources. For instance, Fong and Chu (2006) find that time constraints as a result of a heavy workload and the busy nature of work reduces employees' willingness to share knowledge in tendering departments of the University of Ibadan. It is presume that individuals' intention is also predicted by their perceived behavioural control over knowledge sharing in the university. Thus:

Hypothesis 3: There is a significant predictive relationship between perceived behavioural control and knowledge sharing intention among non-academic staff in University of Ibadan.

According to TPB, in circumstances where individuals have incomplete volitional control over behaviour, the actual behaviour also depends on some non-motivational factors such as

availability of requisite opportunities, resources and tools (Ajzen, 1991). An evaluation of those factors produces the perceived behavioural control (PBC), which refers to people's perception of the ease or difficulty of performing the behaviour of interest (Ajzen, 1991). PBC is found to play an important role in determining knowledge sharing intention of members in a community of practice (CoP) (Jeon, Kim, and Koh, 2011), employees in bank (Chatzoglou and Vraimaki (2009), physicians (Ryu et al., 2003). It is expected that if non-academic staff in University of Ibadan have a high perceived behavioural control (PBC) regarding knowledge sharing, they are more likely to share knowledge with colleagues. Thus:

Hypothesis 4: There is a significant predictive relationship between perceived behavioural control and knowledge sharing behaviour among non-academic staff in University of Ibadan.

Knowledge sharing intention

A central construct in TPB is individuals' intention to perform a behaviour. According to Ajzen (1991, p. 181), intention is 'indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour'. TPB recommends that intention to perform a behaviour is a key predictor of the actual performance of the behaviour. In knowledge sharing literature, a number of studies have empirically reported a strong and significant contributory relationship between knowledge sharing intention and knowledge sharing behaviour (Choi, Kang and Lee 2008; Jeon et al., 2011; Ellahi and Mushtag (2011); Abdur-Rafiu and Opesade, 2015). In addition, Ryu et al. (2003) use knowledge sharing intention as a dependent variable to examine physicians' knowledge sharing behaviour given the strong link between intention and behaviour. Based on TPB and the assertions of previous studies, it is

hypothesised that non-academic staff' knowledge sharing intention in University of Ibadan also significantly determines their knowledge sharing behaviour. Thus:

Hypothesis 5: There is a significant predictive relationship between knowledge sharing intention and knowledge sharing behaviour among non-academic staff in University of Ibadan.

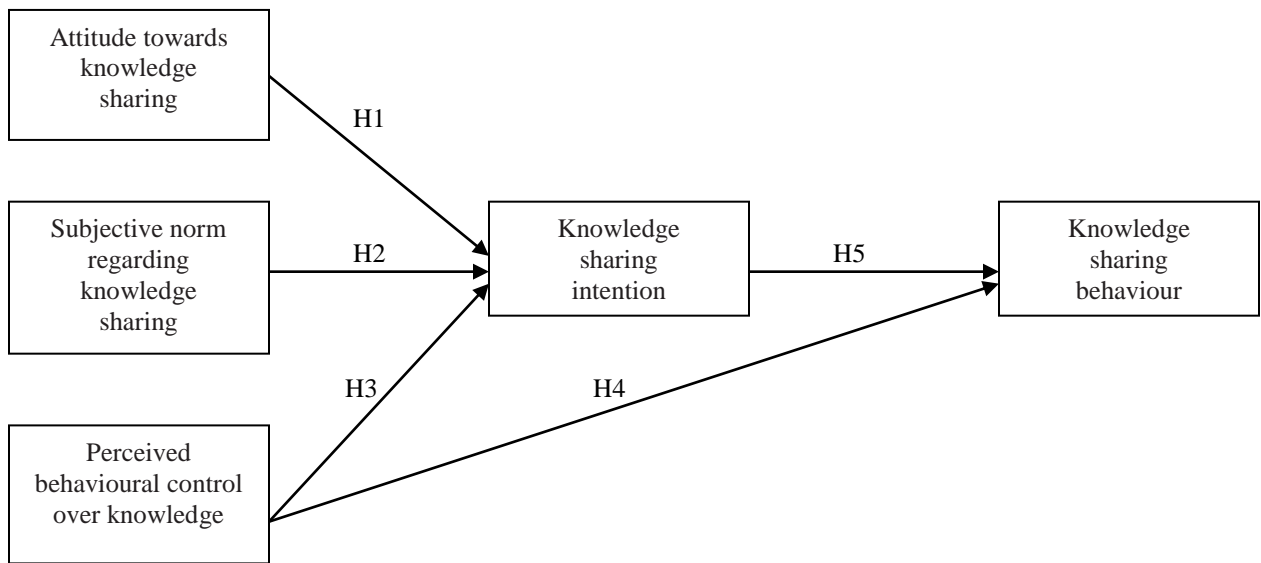


Figure 1: Research Model and Hypotheses

Methodology

Research method and data collection

The study utilised a survey design. The study also adopted a cross-sectional research design where the data is gathered just once a period of days, weeks or month. This method was selected because of high degree of reliability, low cost and short timing (Sekaran, 2006). The population of non-academic staff in University of Ibadan as at June 2017 was 4113 according to the information sourced from the Bursary Department and Finance Office, University of Ibadan. Sample is selected based on Proportionate stratified sampling technique, the good choice when

differentiated information is needed regarding various strata within the population. Ogundipe, Lucas and Sanni (2006) said stratified sampling can be done when a population is heterogeneous. The population was divided into strata according to the faculties/departments. The sample size for this study is 411, using 10% as the percentage that represent the employees in each department. A total of 411 copies of the questionnaires were administered, out of which only 276 questionnaires was collected and were considered suitable for analysis.

Reliability test of the instrument

A Cronbach coefficient alpha test was conducted on all five factors (4 independent variables and 1 dependent variable) to test the reliability of all of the item variables. This was to determine the internal consistency of the scale used. All of the factors were found to have alpha coefficient values of greater than 0.7, which is an acceptable level of reliability (Hair et al., 2006). The summary of Cronbach's alpha level is presented in table 1 below.

Table 1: Summary of Alpha Levels for the Adopted and Modified Scales

Variables	Alpha levels	Number of Items
Attitude	0.704	4
Subjective Norm	0.761	4
Perceived Behavioural Control	0.913	5
Knowledge Sharing Intention	0.794	3
Knowledge Sharing Behaviour	0.759	5

Presentation of results and discussion of findings

Demographic data of the respondents

The socio-demographic characteristics of the respondents and variables in the research are described using frequency counts and percentages. The results are presented in Table 2:

Table 2: Socio-demographic Characteristics of the Respondents

Variable	Measurement	Frequency	Percentage (%)
Faculty	Central Administration	164	59.4
	Basic Medical	12	4.3
	Clinical Science	10	3.6
	Dentistry	6	2.2
	Infection and Diseases	2	0.7
	Agriculture	12	4.3
	Arts	14	5.1
	DLC	5	1.8
	Education	15	5.4
	Law	2	0.7
	Pharmacy	4	1.4
	Science	18	6.5
Social Science	12	4.3	
Gender	Male	161	58.3
	Female	115	41.7
Age	21 – 30 years	17	6.2
	31 – 40 years	74	26.8
	41 – 50 years	117	42.4
	51 – 60 years	62	22.5
	61 – 70 years	6	2.2
Educational Qualification	ND	56	20.3
	NCE	16	5.8
	HND	69	25.0
	B.Sc/B. Ed/B.A	85	30.8
	Masters/PGD	47	17.0
	M. Phil	2	0.7
Ph.D	1	0.4	
Years of Experience	1 – 5 years	25	9.1
	6 – 10 years	65	23.6
	11– 15 years	59	21.4
	16 – 20 years	49	17.8
	21 – 25 years	43	15.6
	26 – 30 years	16	5.8
	Over 30 years	19	6.9

As presented in Table 2, majority of the respondents (59.4%) were in Faculty of Central Administration, while 0.7% with frequency count of 2 was in Faculty of Law and Infection & disease. The study also revealed that males dominantly made up 58.3% of the respondents with frequency count of 161, while 41.7% of the respondents were females and with frequency count of 115. Majority of the respondents with frequency count of 117 that is 42.4% fell within the age

group of 41-50 years, while the least proportion of the respondents with frequency count of 6 that is 2.2% fell within the age group of 61-70 years.

Furthermore, respondents with Ph.D. degree accounted for 0.4%, 0.7% had Master of Philosophy (M.Phil.) degree, 17.0% had Masters/PGD degree, 30.8% had Bachelor of Science/Education/Arts (B.Sc. /B.Ed. /B.A.) degree, 25.0% had Higher National Diploma (HND) degree, 5.8% had Nigeria Certificate in Education (NCE) and 20.3% had National Diploma (ND). Lastly, 6.9% of the respondents had practiced for more than 30 years, 5.8% had practiced for between 26 and 30 years, 15.6% for between 21 and 25years, 17.8% for between 16 and 20 years, 21.4% for between 11 and 15 years, 23.6% for between 6 and 10 years and 9.1% of the respondents had practiced for less than 6 years.

Table 3 shows the results of multiple regression analysis of attitude, subjective norm, and perceived behavioural control on knowledge sharing intention. Likewise, table 4 reveals the results of multiple regression analysis of perceived behavioural control, and knowledge sharing intention on knowledge sharing behaviour.

Table 3: Regression result of Independent variables and Dependent variable

Dependent Variable: Knowledge Sharing Intention	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Predictor Variables:					
(Constant)	1.537	0.403		3.815	0.000
Attitude	0.115	0.050	0.134	2.313	0.021
Subjective Norm	0.139	0.042	0.201	3.338	0.001
Perceived Behavioural Control	0.184	0.042	0.267	4.353	0.000
Notes: N= 275; df =3; F ratio = 24.729; p = 0.000; R = 0.463; R Square = 0.214; Adj. R square = 0.206					

Table 4: Regression result of Independent variables and KSB

Dependent Variable: Knowledge Sharing Behaviour	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Predictor Variables:					
(Constant)	3.574	0.517		6.912	0.000
Perceived Behavioural Control	0.212	0.057	0.199	3.735	0.000
Knowledge Sharing Intention	0.746	0.083	0.481	9.030	0.000
Notes: N= 273; df =2; F ratio = 72.587; p = 0.000; R = 0.589; R Square = 0.347; Adj. R square = 0.342					

Tables 3 and 4 present the results of the study based on the adopted research model. Multiple Regression results reveal that among the three determinants of knowledge sharing intention, perceived behavioural control has the most significant impact on knowledge sharing intention ($\beta = 0.267$, $p < 0.000$). The next is subjective norm ($\beta = 0.201$, $p < 0.001$), and attitude ($\beta = 0.134$, $p = 0.021$). Regarding determinants of knowledge sharing behaviour, knowledge sharing intention ($\beta = 481$, $p < 0.000$) and perceived behavioural control ($\beta = 0.199$, $p < 0.000$) significantly influences knowledge sharing behaviour. The percentage of variance explained for knowledge sharing intention is 21.4% and for knowledge sharing behaviour is 35%. Table 5 summarises the results of hypotheses testing.

Structural model

Figure 2 presents the results of the study based on the research model adapted. It was revealed that attitude, subjective norm and perceived behavioural control significantly predicted knowledge sharing intention. It shows that perceived behavioural control had the greatest influence on non-academic staff' intentions regarding knowledge sharing. Also, knowledge sharing intention and perceived behavioural control significantly predicted knowledge sharing behaviour.

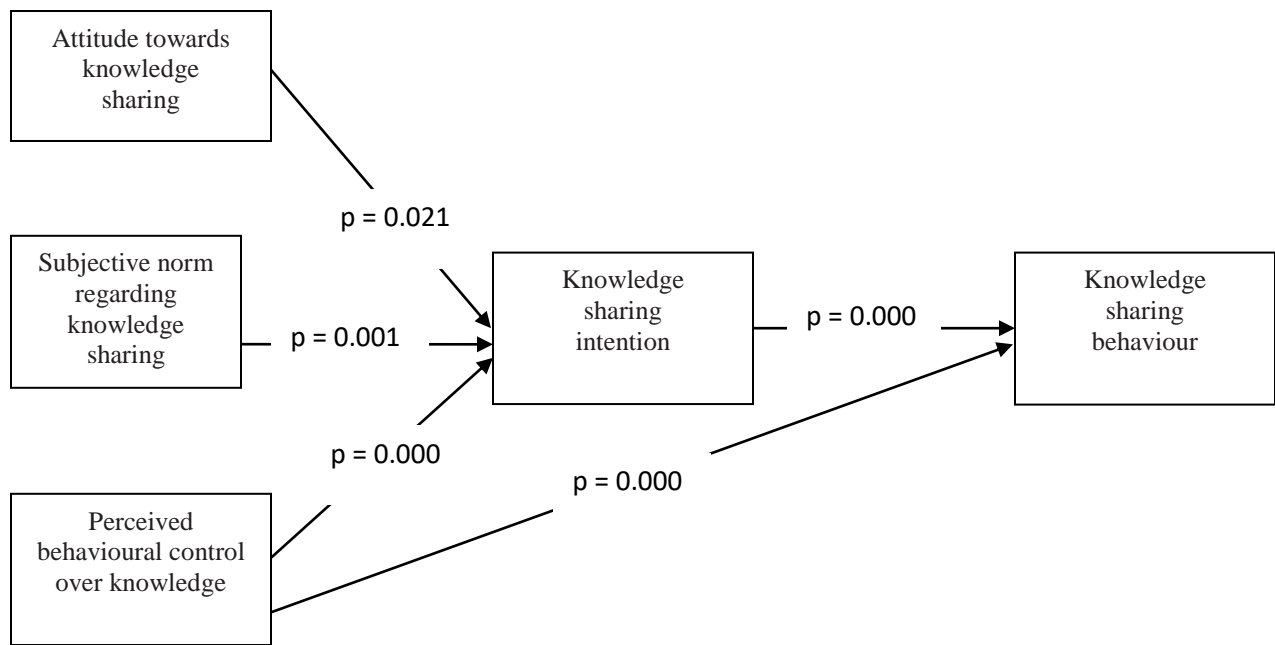


Figure 2: The Structural Model

Discussion of findings

Attitude and knowledge sharing intention

Results obtained indicated that attitude has a positive and significant correlation with knowledge sharing intention ($\beta = 0.134$). This implies that for knowledge sharing intention to be enhanced, an increase in attitude is necessary. The study findings showed that there was a significant relationship between the attitudes of non-academic staff towards knowledge sharing and their knowledge sharing intention ($p = 0.021 < 0.05$). This finding agrees with Goh and Sandhu (2013) who found that the attitudes had positive and significant influence on intention to share knowledge among academics in Malaysia. This also corroborates the findings of Chow and Huang et al. (2008), Chan (2008), Lin (2007), Bock et al. (2005), and Bock and Kim (2002) where they all found that attitude had positive influence on people's intention to share knowledge. The findings of this study disagreed with the findings of Abdur-Rafiu and Opesade (2015) that attitude does not have a predictive relationship with intention to share knowledge

among academics of The Polytechnic, Ibadan. However, the proposition of the TPB, that intention to perform behaviour is influenced by an individual's attitude toward performing the behaviour, was established as attitudes towards knowledge sharing gave a positive and significant relationship with the knowledge sharing intention among non-academic staff in the University of Ibadan.

Subjective norm and knowledge sharing intention

Results revealed that subjective norm has a positive and significant correlation with knowledge sharing intention ($\beta = 0.201$). This implies that individual's knowledge sharing intention will be achieved through an increase in subjective norm. Findings of the study also revealed that subjective norm had a significant relationship with knowledge sharing intention ($p = 0.001 < 0.05$). This finding is in accordance with Lee and Hong (2014) who conducted a study to identify the factors that influence knowledge sharing intention and behaviour, and found that three individual factors, in which subjective norm was one, significantly influenced knowledge sharing intention. This form of consistency in findings is supported by the findings of Ryu et al. (2003), Bock et al. (2005), and Chow and Chan, (2008) where they all found out that subjective norm significantly influenced individuals' intention to share knowledge. This findings deviated from the findings of Abdur-Rafiu and Opesade (2015), Huang et al., (2008), and So and Bolloju, (2005), where they found out that there is no significant relationship between subjective norm and intention to share knowledge. However, the proposition of the TPB, that intention to perform behaviour is influenced by an individual's subjective norm toward performing the behaviour, was confirmed as subjective norm towards knowledge sharing gave a positive and significant correlation with the knowledge sharing intention among non-academic staff in the University of Ibadan.

Perceived behavioural control and knowledge sharing intention

Results obtained showed that perceived behavioural control has a positive and significant relationship with knowledge sharing intention ($\beta = 0.267$). This implies that for knowledge sharing intention to be enhanced, an increase in perceived behavioural control is necessary. Findings also revealed that perceived behavioural control had a significant relationship with knowledge sharing intention ($p = 0.000 < 0.05$). Findings is consistent with that of the study of Abdur-Rafiu and Opesade (2015) who found that perceived behavioural control of academics of The Polytechnic, Ibadan had a predictive relationship with their intention to share knowledge. In addition, the findings of this study also corroborates findings of Bock et al. (2005), Lin (2007), Chow and Chan (2008), Huang et al. (2008), and Lee and Hong (2014) where they all found out that intention to share knowledge is influenced by perceived behavioural control. Going by the fact that perceived behavioural control of non-academic staff in the University of Ibadan had a predictive relationship with their knowledge sharing intention, it is ascertained that the non-academic staff in the University of Ibadan perceive knowledge sharing as an easy task.

Perceived behavioural control and knowledge sharing behaviour

Results revealed that perceived behavioural control has a positive and significant relationship with knowledge sharing behaviour ($\beta = 0.199$). This implies that to achieve successful knowledge sharing behaviour, an increase in perceived behavioural control is necessary. Findings also revealed a significant relationship between perceived behavioural control and knowledge sharing behaviour ($p = 0.000 < 0.05$). This deviated from the findings of Godin (1993), and Zhang and Ng (2012) who confirmed found that perceived behavioural control has no direct impact on actual behaviour. Consequently, the significant of perceived behavioural control on knowledge sharing behaviour found in this study suggests that knowledge sharing

behaviour of non-academic staff in the University of Ibadan is under both people's volitional and behavioural control. Based on the findings, it can be deduced that face-to-face communication is not the only method used by non-academic staff in the University of Ibadan, as they also depend heavily on external resources to conduct knowledge sharing.

Knowledge sharing intention and knowledge sharing behaviour

Based on the results gathered, knowledge sharing intention showed a positive and significant relationship with knowledge sharing behaviour ($\beta = 0.481$). It can therefore be deduced that an increase in knowledge sharing intention is important for knowledge sharing behaviour to be enhanced. Finding also revealed that knowledge sharing intention has a significant relationship with knowledge sharing behaviour among non-academic staff in the University of Ibadan ($p = 0.000 < 0.05$). This supported the findings of Babalhavaeji and Kermani (2011) who found that faculties' intention to share knowledge is significantly associated with their knowledge sharing behaviour. Also, Ellahi and Mushtag (2011) revealed that the intention to share knowledge was positively related with actual knowledge sharing behaviour in blogs. Their study established that one unit increase in intention to share knowledge will increase 0.90 units in actual knowledge sharing behaviour. The intention of bloggers, to share their knowledge, was a strong predictor of their actual knowledge sharing in blogs. Besides, Pavlou and Fygenon (2006) explain that behavioural intention is the most influential predictor of behaviour. The study surveyed an online behaviour between get-information intention and get-information behaviour and found out that there was a significant relationship between behavioural intention and actual behaviour.

However, results from the study of Olatokun and Elueze (2012) did not support these findings. It was found that positive attitude towards knowledge sharing led to a positive intention

to share knowledge and that a positive intention to share knowledge did not significantly predicted a positive knowledge sharing behaviour. The positive influences of attitude and intention on behaviour are, additionally, confirmed in the knowledge sharing context. It also agreed with the TPB, based on the premise that intention is the main determinant of a person's actions or actual behaviour. This premise was supported by the findings of this study.

Conclusion

The purpose of this study is to examine individual knowledge sharing behaviour based on the theory of planned behaviour (TPB). It is one of the first studies to employ existing social psychological theories to examine non-academic staff' knowledge sharing behaviour in the University of Ibadan. Overall, all non-academic staff were found to have a positive attitude towards knowledge sharing. Moreover, it was revealed that non-academic staff' knowledge sharing intention is significantly predicted by their attitude towards knowledge sharing, subjective norm of knowledge sharing and perceived behavioural control over knowledge sharing. Also, perceived behavioural control was identified as the factor having the strongest influence on knowledge sharing intention. Besides, findings shows that non-academic staff' knowledge sharing behaviour is significantly influenced by their knowledge sharing intention and perceived behavioural control over knowledge sharing, indicating that knowledge sharing behaviour is under both non-academic staff' volitional and perceived behavioural control in University of Ibadan.

Like other empirical studies, this study is not without its limitations. Our sample consisted of non-academic staff of the University of Ibadan in Nigeria may limit the generalisability of the results. The study can be strengthened by increasing the sample size and including participants in other geographical areas. TPB proposes that each of attitude, subjective

norm and perceived behavioural control is further predicted by a set of salient beliefs. The research model in this study only investigates the prediction power of TPB regarding knowledge sharing behaviour without examining underlying beliefs. The research model could not explain individuals' underlying mental processes for formations of attitude, subjective norm and perceived behavioural control. In future studies, researchers could make efforts to develop an explanatory model for knowledge sharing behaviour by inaugurating TPB with various beliefs. Due to limited resources, a cross-sectional research design is used in this study, which limits the degree of causality that can be inferred from results. Future studies can be extended to collect longitudinal data to investigate the casual relationships between constructs of TPB regarding non-academic staff' knowledge sharing behaviour in the university context.

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