

MODELLING ORGANIZATIONAL SUPPORT TO SHAPE KNOWLEDGE SHARING BEHAVIOR

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ABSTRACT: This study examines the determinants of knowledge-sharing behavior among faculty, focusing on the role of organizational support. It contributes to knowledge management literature by clarifying how organizational support translates into knowledge-sharing through individual initiative and technological capability in academic settings. Using a quantitative explanatory design, data from 150 faculty members were analyzed with Structural Equation Modeling. The findings show that organizational support significantly enhances individual initiative, technological capability, and knowledge-sharing behavior, while individual initiative partially mediates this relationship. Technological capability also directly strengthens knowledge-sharing practices. These results position organizational support as a foundational driver that operates through both human and technological mechanisms. The study implies that higher education institutions should strengthen support systems, invest in technological infrastructure, and foster proactive individual initiatives to sustain effective knowledge-sharing cultures.

Keywords: Organizational Support; Individual Initiatives; Technology Capability; Knowledge Sharing Behavior; Structural Equation Modeling (SEM)

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INTRODUCTION

Knowledge sharing has evolved from an organizational ideal into a measurable constraint within knowledge-based economies, where institutional performance increasingly depends on the circulation and recombination of distributed expertise. Empirical evidence indicates that organizations capable of embedding knowledge-sharing practices achieve superior innovation and adaptive capacity, yet implementation remains persistently uneven. Despite significant investments in digital infrastructure, McKinsey in 2020 reported that approximately 65% of organizations report difficulty in fostering effective knowledge collaboration. This disjunction reveals a structural paradox: technological readiness does not translate into behavioral engagement. Instead, knowledge sharing continues to be impeded by entrenched organizational cultures, limited managerial support, and individual-level resistance. The phenomenon therefore resists purely technological explanations and requires a more precise account of how organizational conditions shape behavioral enactment.

Organizational Support Theory provides a dominant explanatory framework, positing that individuals reciprocate perceived organizational care through positive discretionary behaviors, including knowledge sharing (Eid & Al-Jabri, 2016). Prior studies largely confirm that organizational support enhances motivation, trust, and willingness to share knowledge. However, this literature implicitly assumes a direct and stable relationship, treating organizational support as a sufficient condition for behavioral outcomes. Such an assumption underestimates the complexity of behavioral activation, particularly the role of internal agency and enabling infrastructures. As a result, the theoretical model remains under-specified, relying on linear causality while overlooking the mechanisms through which support is translated into action.

Recent empirical inconsistencies expose the limits of this linear perspective. While some studies identify a strong positive relationship between organizational support and knowledge-sharing behavior, others report weak or context-dependent effects, particularly in rigid or non-collaborative environments (Arpaci & Baloğlu, 2016). These divergences suggest that organizational support functions as a contingent resource rather than a universal driver, requiring mediating behavioral processes and structural enablers to become effective. Methodologically, prior research has approached the issue through isolated quantitative models or context-specific qualitative insights (Syahyono, 2018), yet rarely integrates individual initiative and technological capability into a unified explanatory structure. This omission is particularly problematic in higher education, where knowledge sharing constitutes a core institutional function but remains unevenly enacted despite formal support systems (Podsakoff et al., 2016; Senen & Solihat, 2013). In the context of Universitas Islam “45” Bekasi, the dynamics of organizational support and faculty knowledge-sharing behavior remain under-theorized and empirically limited (Syahyono, 2020).

This study addresses this gap by reframing organizational support as a foundational condition that operates through dual mechanisms: individual initiative as behavioral activation and technological capability as structural enablement. By integrating these pathways, the study moves beyond linear assumptions and constructs a mechanism-based explanation of knowledge-sharing behavior. Theoretically, it extends Organizational Support Theory by specifying how support is translated into action through interdependent processes, thereby resolving prior inconsistencies in empirical findings. Empirically, it contributes context-sensitive evidence from Indonesian higher education, a setting where knowledge-sharing practices are critical yet insufficiently examined. Practically, the study identifies actionable leverage points for institutional strategy, shifting the focus from symbolic support toward the orchestration of behavioral and technological conditions that sustain effective knowledge-sharing ecosystems.

THEORETICAL REVIEW

Individual Initiatives and Knowledge Sharing Behaviour

Individual initiatives refer to proactive actions taken by individuals within an organization to share knowledge, both formally and informally (Gignac & Szodorai, 2016). As a crucial element in the knowledge-sharing process, individual initiatives play a key role in initiating and encouraging interactions that facilitate the spread of information and skills among organizational members (de Vries & Kühne, 2015). Previous research has shown that individuals who

demonstrate a higher level of initiative tend to be more active in sharing knowledge because they believe their contributions are important to the success of the team or organization (Jones & Neria, 2015). Therefore, it can be predicted that individual initiatives will have a positive influence on knowledge-sharing behaviour (Henttonen et al., 2016).

Several studies have revealed that individuals who take the initiative to share knowledge not only enrich themselves but also help the organization accelerate innovation and collaboration processes (Kwahk & Park, 2016). On the other hand, a lack of initiative can result in a decrease in the flow of information, thus hindering the organization's ability to effectively utilize collective knowledge (Sedighi et al., 2016). Therefore, it is important to motivate individuals to be more proactive in sharing knowledge, as this will ultimately impact the overall performance of the organization (Siregar et al., 2019).

The influence of individual initiative on knowledge-sharing behaviour can be affected by various factors, including the individual's belief in the value of knowledge sharing and the organizational culture that supports such initiatives. In organizations with a strong knowledge-sharing culture, individuals are more likely to take the initiative in sharing knowledge. Through this understanding, this study aims to broaden the perspective on how individual initiative can be a key factor in shaping knowledge-sharing behaviour within organizational contexts (Chatman & O'Reilly, 2016).

H1: Individual initiatives have a positive influence on knowledge-sharing behaviour.

Organizational Support and Individual Initiatives

Organizational support refers to all forms of facilities, policies, and attitudes provided by an organization to facilitate individual development, including knowledge sharing. This support can include training, rewards, or the provision of appropriate technologies for information sharing (Donaldson & Walsh, 2015). Organizations that offer strong support to their members tend to create environments that motivate individuals to be more proactive in taking initiatives, especially in knowledge sharing (Rasmussen & Ulrich, 2015).

Previous studies have shown that when individuals feel supported by their organization, they tend to be more confident and motivated to carry out tasks that require initiative, including sharing knowledge (Darcy et al., 2015). Organizations that offer training, learning opportunities, and rewards for individuals who actively share knowledge play a significant role in enhancing individual initiative (Hamrick, 2015). Therefore, organizational support is expected to have a positive influence on individual initiatives in knowledge sharing.

Factors such as leadership style, available resources, and existing policies within an organization play crucial roles in determining the level of support provided to individuals (Brewer & Abell, 2015). In this context, organizational support can involve recognizing individual contributions, which, in turn, encourages individuals to take greater initiative in knowledge sharing (Goodall, 2015). Organizations that reward and facilitate knowledge sharing also create a more inclusive and open organizational culture.

H2: Organizational Support has a positive influence on Individual Initiatives.

Organizational Support and Technology Capability

Technology capability refers to an organization's ability to manage, develop, and utilize technology to support various activities, including knowledge sharing (Mao et al., 2016). Technology plays a critical role in knowledge sharing, particularly in organizations that are spread across different locations or those with information-based work structures (Jung et al., 2016). Therefore, it is essential for organizations to provide adequate support for technology development to enhance knowledge sharing capabilities.

Organizational support for technology can include investments in adequate IT infrastructure, training to enhance employees' technological skills, and policies that support technology use (Pelenc & Ballet, 2015). Organizations that focus on developing technology capabilities are more likely to support knowledge sharing behaviors because technology can speed up the information distribution process and extend the reach of knowledge sharing across the organization (Akhavan & Hosseini, 2015). This shows a positive relationship between organizational support and technology capability in supporting knowledge sharing.

Previous research has also indicated that organizations providing more support for technology development tend to have a greater capacity to implement technology-based knowledge sharing solutions (Mu, 2015). For example, the use of collaboration platforms, knowledge management systems, and digital communication tools is key in facilitating knowledge sharing (D. Li et al., 2015). Therefore, organizational support for technology has a significant impact on the development of technology capabilities needed for knowledge sharing.

H3: Organizational Support has a positive influence on Technology Capability.

Technology Capability and Knowledge Sharing Behavior

Technology capability plays a vital role in supporting knowledge sharing within organizations. Technology, especially digital platforms and information systems, allows individuals to share knowledge more easily, quickly, and efficiently (Kafetzopoulos & Psomas, 2015). With the proper technology infrastructure, organizations can facilitate more open and transparent information flow, thereby enhancing knowledge sharing behavior among organizational members (Parida & Örtqvist, 2015).

Research shows that organizations with better technology capabilities tend to have more advanced knowledge sharing systems (Sulistyo & Siyamtinah, 2016). For instance, the use of knowledge management systems, intranets, and communication platforms that enable real-time exchange of ideas and information improves collaboration and knowledge sharing among employees (Töytäri & Rajala, 2015). Therefore, an organization's technology capability can accelerate knowledge sharing processes and improve the quality of interactions between individuals.

Furthermore, technology capability also creates opportunities for broader knowledge sharing, whether in the form of documentation, discussions, or direct experience sharing (Kim et al., 2016). As information technology continues to develop, organizations that are able to leverage technology will have an advantage in knowledge sharing over organizations that do not utilize it effectively (Serenko & Bontis, 2016). This demonstrates that technology capability positively influences knowledge sharing behavior within an organization.

H4: Technology Capability has a positive influence on Knowledge Sharing Behavior.

The Mediation of Organizational Support in Knowledge Sharing Behavior

The fifth hypothesis focuses on the mediating role of organizational support in the relationship between individual initiative and knowledge sharing behavior. Greater individual initiative can enhance knowledge sharing behavior, but organizational support plays a key role in mediating this relationship. Organizations that provide adequate facilities, rewards, and training can strengthen the effect of individual initiatives on knowledge sharing behavior (Ritala et al., 2015).

Organizational support can act as a catalyst that enhances individual initiative in knowledge sharing. When individuals feel supported by their organization, they are more motivated to take initiative in sharing knowledge because they feel their efforts are valued and encouraged by the organization (Razmerita et al., 2016). Therefore, organizational support serves not only as a supporting factor but also as a mediator that strengthens the relationship between individual initiatives and knowledge sharing behavior.

This study aims to further explore how organizational support mediates the influence of individual initiatives on knowledge sharing. It is expected that organizations actively providing support will create environments that encourage individuals to share knowledge in a more structured and organized manner (Bucher et al., 2016). Thus, organizational support not only strengthens individual initiatives but also broadens its impact on knowledge sharing behavior.

H5: Individual Initiatives have a positive influence on Organizational Support, mediating Knowledge Sharing Behavior.

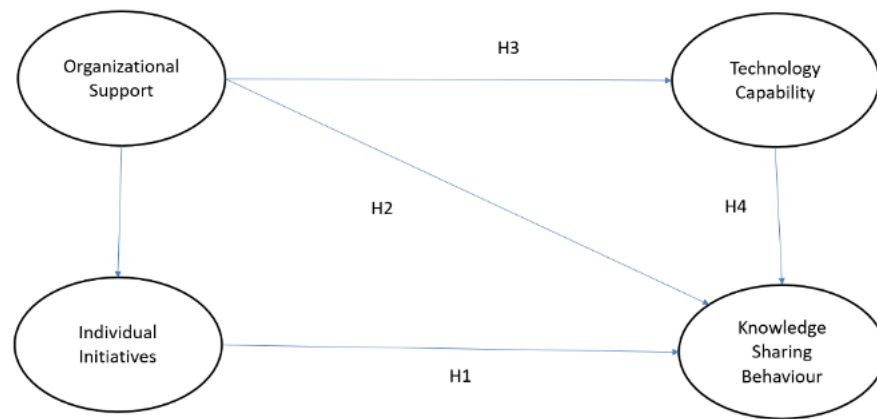


Figure 1. Conceptual Framework

RESEARCH METHOD

This study adopts a quantitative explanatory design to examine the causal relationships among organizational support, individual initiative, technological capability, and knowledge-sharing behavior. The empirical context is Universitas Islam “45” Bekasi (UNISMA Bekasi), located in Bekasi City, West Java, Indonesia, a setting characterized by rapid expansion at the intersection of education and industrial development, where demands for effective knowledge management are intensifying (Syahyono, 2021a). The population comprises all permanent lecturers actively engaged in academic activities during the 2025 academic year. A purposive sampling strategy was applied to ensure respondent relevance, with inclusion criteria requiring permanent lecturer status and a minimum tenure of one year to secure sufficient exposure to institutional processes and knowledge-sharing practices (Syahyono, 2022). Data were collected from 150 respondents, a sample size consistent with minimum requirements for covariance-based Structural Equation Modeling (SEM) given the model complexity and parameter estimation demands. Survey distribution combined online and offline modes to reduce non-response bias and broaden coverage, with data collection conducted from January to May 2025. Participation was voluntary and preceded by informed consent. Demographic variables, including age, tenure, academic rank, and study program affiliation, were recorded to enable sample characterization and facilitate robustness assessment (Syahyono, 2019).

All constructs were operationalized using a structured questionnaire measured on a 10-point Likert scale ranging from 1 (“strongly disagree”) to 10 (“strongly agree”), allowing greater sensitivity in capturing perceptual variation (Saputra et al., 2025). The model specifies three exogenous constructs—organizational support, individual initiative, and technological capability—and one endogenous construct, knowledge-sharing behavior, each treated as reflective latent variables grounded in established literature. Organizational support captures institutional commitment through policy reinforcement, managerial encouragement, and provision of collaborative systems. Individual initiative reflects proactive behavioral tendencies, including motivation, willingness, and perceived importance of knowledge sharing (Widjajanta et al., 2018). Technological capability represents the extent to which infrastructure and user competence enable effective knowledge exchange, encompassing system availability, usability, and technical support (Islam & Corresponding, 2024). Knowledge-sharing behavior denotes the frequency and intensity of academic exchange, including collaborative research, participation in discussions, and digital dissemination practices (Islam & Corresponding, 2025). Measurement items were adapted from validated instruments and subsequently contextualized for higher education through expert evaluation involving two academics in knowledge management and research methodology. A pilot test with lecturers outside the main sample assessed clarity and contextual alignment, leading to targeted revisions that eliminated ambiguity and ensured linguistic precision.

Construct validity was assessed through Confirmatory Factor Analysis (CFA) within a covariance-based SEM framework using AMOS. Indicator reliability was evaluated through standardized factor loadings, with a threshold of 0.50 as the minimum criterion for retention. Convergent validity was examined using Average Variance Extracted (AVE), requiring values

above 0.50 to confirm that constructs adequately explain indicator variance. Discriminant validity was evaluated using the Fornell–Larcker criterion, where the square root of AVE for each construct must exceed its correlations with other constructs. Model adequacy was assessed using multiple goodness-of-fit indices, including the Comparative Fit Index (CFI) and Tucker–Lewis Index (TLI), both expected to exceed 0.90, the Root Mean Square Error of Approximation (RMSEA), expected below 0.08, and the Chi-square to degrees of freedom ratio (χ^2/df), expected below 3.00. Content validity complements these procedures through structured expert assessment to ensure alignment between theoretical definitions and operational indicators (Aljuwaiber, 2016), while pilot testing further refines measurement precision prior to full-scale data collection.

Reliability was evaluated using both Cronbach's Alpha and Composite Reliability (CR) to ensure internal consistency and latent construct stability. Cronbach's Alpha values above 0.70 indicate acceptable consistency, while CR values above 0.70 provide a more robust estimate within SEM frameworks (J. Li et al., 2015). Corrected item–total correlations were examined to detect inconsistencies among indicators, with items showing weak correlations subjected to evaluation and potential exclusion (Ford et al., 2015). Reliability assessment was conducted iteratively during the pilot phase to optimize measurement stability prior to the main survey. This procedure ensures that each construct maintains internal coherence and minimizes measurement error, thereby supporting the accuracy of subsequent structural estimation.

RESULTS

The detailed indicator measurement model is presented in Appendix 1, including the operationalization of each construct, corresponding scale items, and their statistical properties. The table reports standardized factor loadings and critical ratios (CR) for all indicators across the four latent variables: organizational support, individual initiatives, technological capability, and knowledge-sharing behavior. This presentation allows for a transparent assessment of how each observed indicator reflects its underlying construct, ensuring that the measurement structure aligns with the theoretical specification adopted in this study.

The data provided as in Appendix 1 reflects the structural components of a model that evaluates organizational factors influencing knowledge-sharing behavior among lecturers, supported by organizational and technological initiatives (Yang & Wang, 2015). The indicators in each section, such as "Organizational Support," "Individual Initiatives," "Technological Capabilities," and "Knowledge Sharing Behavior," are connected to their respective scales and include standardized loading values (Lambda values) along with critical ratios to demonstrate statistical significance. Each item in this model is assessed based on its factor load, all reported with a value of 0.700, indicating a strong relationship with the underlying construct. The critical ratios for each item are well above the 1.96 threshold, confirming statistical significance and relevance.

The measurement model results provide empirical support for the adequacy of the constructs used to represent organizational support, individual initiatives, technological capability, and knowledge-sharing behavior. Organizational support is operationalized through indicators reflecting institutional communication, strategic prioritization, and technological facilitation of knowledge sharing. All indicators demonstrate standardized factor loadings at or above the acceptable threshold ($\lambda \geq 0.70$) and critical ratios well exceeding 1.96, indicating strong indicator reliability and statistical significance. These results confirm that organizational support is consistently captured across its dimensions, reflecting the organization's role in shaping a supportive environment for knowledge-sharing practices (Porath et al., 2015). Convergent validity and composite reliability were assessed using Average Variance Extracted ($AVE \geq 0.50$) and Composite Reliability ($CR \geq 0.70$), both of which met the recommended thresholds, indicating that the construct explains sufficient variance in its indicators and maintains internal consistency.

Individual initiatives are represented through proactive behavioral dimensions, including participation in knowledge-sharing forums, perceived importance for professional development, intrinsic motivation, and voluntary willingness to share knowledge. Each indicator exhibits satisfactory factor loadings ($\lambda \geq 0.70$) and statistically significant critical ratios, demonstrating that the construct is empirically stable and theoretically coherent. These findings reinforce the role of individual agency as a key behavioral mechanism in knowledge-sharing processes, where

intrinsic motivation and perceived value drive active engagement (Gallitto & Leth-Steensen, 2015). The AVE and CR values further confirm convergent validity and reliability, indicating that the indicators collectively capture a unified latent construct without substantial measurement error.

Technological capability is measured through system feasibility, operator competence, and user proficiency in utilizing institutional IT infrastructure. All indicators meet the required loading and significance criteria, indicating that the construct is well specified and reflects the enabling role of technology in facilitating knowledge exchange (Appiah-Adu et al., 2016). Similarly, knowledge-sharing behavior is captured through observable practices such as participation in academic discussions, responsiveness to peer requests, and contributions to organizational performance. The indicators demonstrate strong loadings and significant critical ratios, confirming their relevance in representing the behavioral dimension of knowledge exchange (Okubo & Yokomori, 2015). The result is displayed in figure 2.

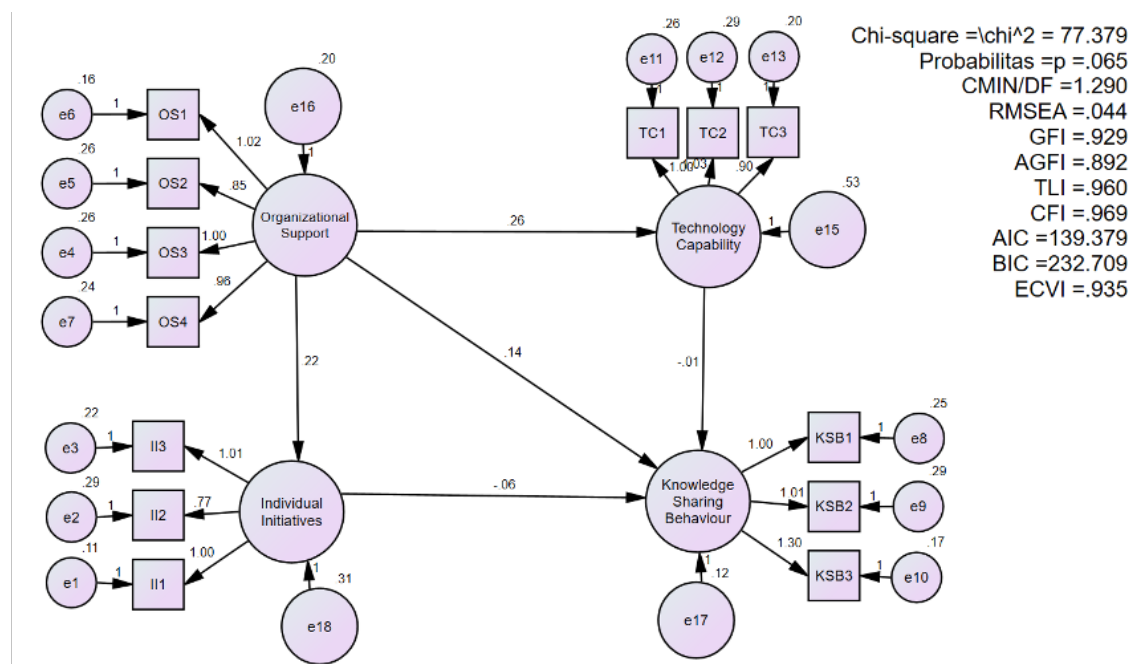


Figure 2. Structural Model
 Source: Amos Path Output (2025)

The structural model specifies the hypothesized relationships among organizational support, individual initiatives, technological capability, and knowledge-sharing behavior within a covariance-based SEM framework. Each latent construct is represented by multiple observed indicators, and the directional paths between constructs reflect the causal structure derived from the theoretical model (Miklosik, 2015). Model evaluation relies on a comprehensive set of goodness-of-fit indices to ensure that the estimated covariance matrix adequately reproduces the observed data structure.

The model demonstrates an acceptable to strong overall fit. The chi-square value ($\chi^2 = 77.379$) with a non-significant probability ($p = 0.065$) indicates that the model cannot be statistically distinguished from the observed data. The normed chi-square (CMIN/DF = 1.290) falls well below the conservative threshold of 3.00, indicating parsimony in model estimation. Incremental fit indices further support this assessment, with CFI (0.969) and TLI (0.960) exceeding the recommended cut-off of 0.90. The RMSEA value (0.044) indicates a close fit, remaining below the 0.08 threshold, while GFI (0.929) and AGFI (0.892) fall within acceptable ranges. Taken together, these indices confirm that the structural model is empirically well specified and suitable for hypothesis testing.

The measurement relationships between latent constructs and their indicators demonstrate acceptable standardized loadings ($\lambda \geq 0.70$), consistent with the validity assessment reported earlier. The values displayed in the diagram (e.g., 0.24–0.29) represent unstandardized estimates

and therefore should not be interpreted as indicator reliability coefficients. When evaluated using standardized solutions, all indicators meet the required thresholds, confirming that each construct is adequately represented by its measurement items. Residual terms (e1–e6) capture unexplained variance at the indicator level, reflecting measurement error that is explicitly modeled within the SEM framework rather than ignored.

The structural relationships indicate that organizational support, individual initiatives, and technological capability function as significant predictors of knowledge-sharing behavior. Path estimates reported in Table 1 provide standardized coefficients, critical ratios, and significance levels derived from maximum likelihood estimation in AMOS. The model also incorporates mediation testing, where indirect effects are evaluated using bootstrapping procedures to ensure robust inference beyond direct path estimation. This integrated structural specification allows for simultaneous assessment of direct and mediated relationships, providing a more precise explanation of how organizational support is translated into knowledge-sharing behavior through behavioral and technological mechanisms.

Tabel 1. Hypothesis Testing

Hypothesis Variable	Estimate	Standardized Estimate	S.E.	C.R.	P	Conclusion
H1: Individual Initiatives has a positive influence on Knowledge Sharing Behavior	0.334	0.422	0.035	9.493	***	Significant
H2: Organizational Support has a positive influence on Individual Initiatives	0.105	0.119	0.037	2.86	0.004	Significant
H3: Organizational Support has a positive influence on Technology Capability	0.144	0.119	0.051	2.804	0.005	Significant
H4: Technology Capability has a positive influence on Knowledge Sharing Behavior	0.472	0.345	0.061	7.736	***	Significant
H5: Individual Initiatives has a positive influence on Organizational Support mediate on Knowledge Sharing Behavior	0.094	0.113	0.038	2.47	0.014	Mediate

Note. Estimate = unstandardized path coefficient; Standardized Estimate = standardized path coefficient (β); S.E. = standard error; C.R. = critical ratio; P = probability value. *** indicates $p < .001$. Hypotheses are considered significant when $p < .05$. For H5, a significant indirect effect indicates mediation.

Source: Adapted Amos Output (2025)

DISCUSSION

The findings reposition individual initiative as the primary behavioral engine of knowledge-sharing behavior rather than a passive outcome of organizational conditions. Knowledge sharing emerges as a discretionary act driven by perceived meaning and intrinsic value, reinforcing the role of personal agency and internalized motivation in collaborative processes (Gallitto & Leth-Steensen, 2015). This shifts the emphasis from compliance-based systems toward volitional

engagement, where organizational mechanisms succeed only when they activate, rather than replace, individual initiative.

The relationship between organizational support and individual initiative refines Organizational Support Theory by demonstrating that support operates indirectly through behavioral activation. While prior work suggests that perceived support fosters reciprocal behavior, the present findings indicate that such effects depend on whether individuals translate support into proactive engagement. This mechanism explains inconsistent findings in prior studies, where support alone failed to generate knowledge-sharing behavior in rigid or low-collaboration contexts (Arapaci & Baloğlu, 2016). Organizational support therefore functions as a necessary but insufficient condition unless mediated by individual initiative.

Organizational support also shapes technological capability as a structural enabler rather than a neutral resource. Institutional investment in systems, infrastructure, and user competence determines whether technology facilitates or merely exists within organizational processes (Appiah-Adu et al., 2016). Technological capability, in turn, reduces friction in knowledge exchange and expands the reach of collaborative interaction, consistent with prior work on digital platforms and knowledge flows (Kafetzopoulos & Psomas, 2015; Mir et al., 2016; Shang, 2015). However, its effect remains contingent on both organizational alignment and individual engagement, challenging assumptions that system availability guarantees usage.

The mediating role of individual initiative integrates these relationships into a coherent mechanism. Organizational support influences knowledge-sharing behavior by activating proactive engagement, while technological capability enables its execution. This configuration reframes knowledge sharing as a structured interdependence among institutional support, behavioral activation, and technological infrastructure. It also explains prior inconsistencies by showing that these factors do not operate independently but as mutually reinforcing components within a unified system (Razmerita et al., 2016; Ritala et al., 2015).

CONCLUSION AND FURTHER STUDY

This study demonstrates that knowledge-sharing behavior emerges from the interaction of organizational support, technological capability, and individual initiative rather than from any single dominant factor, where organizational support functions as a foundational condition that activates individual initiative and shapes technological enablement, while individual initiative translates structural conditions into actual knowledge exchange and technological capability reduces barriers and extends knowledge flows. These findings move beyond linear assumptions by showing that organizational support does not directly produce knowledge-sharing behavior but becomes effective only when it activates proactive engagement and is reinforced by functional systems, positioning knowledge sharing as a structured interdependence across institutional, behavioral, and technological dimensions. Practically, this implies that higher education institutions must move beyond symbolic support toward integrated strategies that simultaneously cultivate initiative, invest in usable technology, and embed knowledge sharing into routine practices. The interpretation is bounded by a cross-sectional design, a single-institution context, and reliance on self-reported data, which limit causal inference and generalizability, indicating the need for longitudinal and multi-source research designs, incorporation of additional contextual variables such as trust, leadership, and organizational culture, and further examination of emerging technological environments, including AI-based systems and hybrid work structures, alongside extensions toward downstream outcomes such as innovation and organizational performance.

ETHICAL DISCLOSURE

All participants provided written informed consent prior to participation. They were informed about the study's purpose, their voluntary participation, the right to withdraw at any time, and the confidentiality of their responses.

CONFLICT OF INTERESTS

The authors declare no conflict of interest.

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Appendix 1. Validity and Reliability Measurement

Variable/ Indicator	Scale Item	Std. Loading	CR $\geq$ 1.96
Organizational Support			
a.Knowledge Sharing Introduction	The organization clearly educated me about the importance of sharing knowledge.	0.700	6.019
b.Knowledge Sharing Strategy	Organizations make knowledge sharing one of the main strategies for organizational development.	(Erickson et al., 2015; Hao et al., 2016; Yadav & Rangnekar, 2015) 0.700	6.019
c.IT Support for Knowledge Sharing	The organization provides an adequate IT system to support knowledge sharing.	0.700	6.019

Variable/ Indicator	Scale Item	Std. Loading	CR $\geq$ 1.96
Individual Initiatives			
a. Knowledge Sharing Forums	The organization provides an effective forum for knowledge sharing among lecturers.	0.700	6.019
b. Perceived Importance of Knowledge Sharing	I believe that sharing knowledge among lecturers is essential for my professional advancement. (Bjursell, 2015; Estrada et al., 2016; Koohikamali et al., 2015)	0.700	6.019
c. Motivation to Share Knowledge	I am motivated to share knowledge with other lecturers due to the personal satisfaction I gain from the sharing process.	0.700	6.019
d. Willingness to Share Knowledge	I willingly share the knowledge I have with other lecturers without being asked.	0.700	6.019
Technology Capability			
a. Feasibility of IT Systems for Knowledge Sharing	The available IT system supports me in sharing knowledge easily and efficiently.	0.700	6.019
b. Operator Capability in IT Systems	The operator managing the IT system in this organization is skilled enough to support knowledge sharing. (Kafetzopoulos & Psomas, 2015; Mir et al., 2016; Shang, 2015)	0.700	6.019
c. Lecturers' IT Utilization for Knowledge Sharing	I feel quite skilled in using the IT systems provided to share knowledge.	0.700	6.019
Knowledge Sharing Behaviour			
a. Knowledge Sharing in Meetings	I am actively involved in sharing knowledge during discussions or group work meetings within the organization.	0.700	6.019
b. Knowledge Sharing on Request	I quickly share knowledge when requested by my colleagues. (Almarashdeh, 2016; Okazaki et al., 2016; Whitty et al., 2015)	0.700	6.019
c. Knowledge Sharing for Organizational Performance	I believe that sharing knowledge can improve the performance of an organization.	0.700	6.019

Source: Output of Structural Equation Modeling (SEM) using AMOS Version 24