



The Influence of Extrinsic Rewards and Organizational Support on Knowledge Sharing Behavior among the Academic Members in Bangladesh – An Application of Theory of Reasoned Action

Sumaia Farzana¹, Saifa Haque²

¹. Siam University, Thailand

¹*sumaia.far@siam.edu*

ABSTRACT

The purpose of the study is to investigate the factors influencing the knowledge sharing behavior of academics in Bangladesh. The study employed the theory of reasoned action to examine the relationship between attitude, subjective norms and behavior of the academic members in sharing knowledge. The study examines whether or not academic members' attitudes on sharing knowledge are influenced by extrinsic rewards. In addition, the study investigates how organizational support enhances academic members' subjective norms in Bangladesh. A total of 300 questionnaires were distributed among the faculty members in one public university in Bangladesh and 216 usable responses were returned. The study employed purposive sampling technique to collect data. Partial least square (PLS) analysis was utilized to analyze the data. The result of the study indicated that faculty member's attitudes and subjective norms have a positive influence on knowledge sharing behavior. The result also found that organizational support has a positive impact on subjective norms of the faculty members in Bangladesh in sharing knowledge with others. However, the result did not find any influence of extrinsic rewards on enhancing the attitudes of the faculty members in knowledge sharing. Future research should include the comparison between the faculty members of private and public university in knowledge sharing behavior. This study provides a more comprehensive understanding of factors influencing academic members' knowledge sharing behavior. The university management can therefore design an effective plan to support those aspects.

Keywords: Knowledge Sharing Behavior, Bangladesh, Extrinsic Rewards, Organizational Support, Theory of Reasoned Action

INTRODUCTION

For any organization to be competitive, knowledge sharing is the significant aspect to be considered (Riege, 2005; Grant, 1991, 1996; Spender 1996; Teece 2000). More specifically, knowledge is linked to knowledge workers. Knowledge workers are highly skilled and competent individuals who typically make crucial decisions and strategies for the success of the organization. Knowledge is innately present in individuals, and more particularly, in employees who produce, acknowledge, preserve, access, and use knowledge while doing their duties (Nonaka and Konno, 1998). Davenport and Prusak (1998) define knowledge as a blend of experiences, values, contextual information, and expert insights, originating and applied by

knowers. Although knowledge management (KM) has generally been considered in connection to for-profit businesses, it is crucial to remember that knowledge is essential to higher education institutions (HEIs). In that aspect, knowledge management is no longer considered a myth; rather, it is increasingly recognized as a crucial component that businesses, particularly Higher Education Institutes, must use in order to support an effective business environment. The creation and dissemination of knowledge is the endeavor of universities, and from an educational standpoint, knowledge sharing in the universities refers to the sharing of academics' existing and new knowledge through research and instruction between experts and students, which gives the institutions additional competitive advantages (Basu and Sengupta, 2007; Cheng et al., 2009a; Daud and Abdul Hamid, 2006; Kim and Ju, 2008; Omerzel et al., 2011; Sohail and Daud, 2009). Organizations can successfully encourage knowledge sharing not just by explicitly addressing it in their company strategy, but also by modifying employees' attitudes and behaviors to encourage willing and consistent information sharing (Jones et al., 2006; Alavi and Leidner, 2001). Embracing a culture of knowledge sharing allows employees to share their experiences and overcome obstacles on the job, which increases worker engagement and improves output.

OBJECTIVE OF THE STUDY

The study investigates the following:

1. The factors that influence attitudes and subjective norms on knowledge sharing behavior among the faculty members in Bangladesh university.
2. The influence of extrinsic factors and organizational support on the attitudes and subjective norms among faculty members in Bangladesh university

LITERATURE REVIEW

Knowledge sharing in the organization

The success of an organization relies heavily on its employees who actively create, share, and utilize its knowledge. Knowledge sharing is the act of making existing knowledge available to others within an organization, enabling the leveraging of others' knowledge. In other way, it can be said that, knowledge sharing is the exchange of knowledge between individuals, converting it into a form that can be understood, absorbed, and utilized by others. Davenport (1997) distinguished sharing from reporting, stating that sharing is a voluntary act, involving conscious participation in knowledge exchange without compulsion. Hendriks (1999) posited that knowledge sharing involves a mutual relationship between two parties, one possessing the knowledge and the other acquiring it. Knowledge sharing fosters a connection between individuals and organizations by transferring personal knowledge to the organizational level, transforming it into economic and competitive value.

Theory of Reasoned Action

The theory of reasoned action was first developed by Ajzen and Fishbein in 1980. According to the theory, attitude of individual and subjective norms positive influence the intention which develop behaviors (Ajzen and Fishbein, 1980). Attitude accounts for the sum of a person's beliefs about a behavior (Miller, 2005). Subjective norm is the perception of social pressure to engage in or refrain from an activity (Ajzen, 1991). Behavior intention is regarded as a combined effect of attitudes and subjective norm.

The term "subjective norms" describes how a person feels about being pressured by society to

engage in or refrain from engaging in a particular behavior (Ajzen, 1991). According to the theory, a subjective norm is a crucial element that can affect intention to engage in a particular behavior. As per the theory, attitudes are a collection of feelings and beliefs—whether favorable or negative—about the intention to engage in a behavior. According to Chennamaneni et al. (2012), attitudes and intention to share knowledge have a substantial positive link. Miller (2005) defined attitudes as the sum of a person's beliefs about a behavior, with specific weights given to each aspect of that behavior.

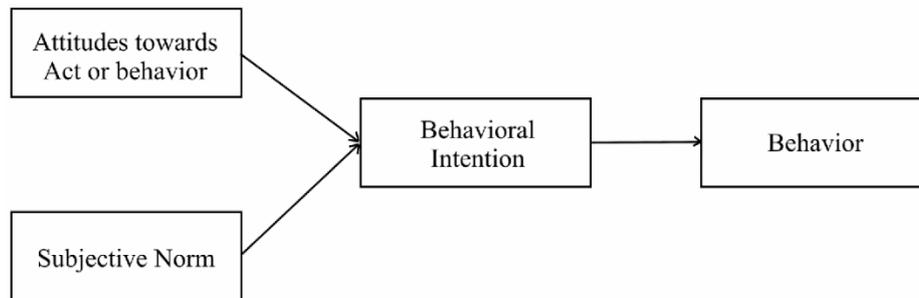


Figure 1: Theory of Reasoned Action

Extrinsic Rewards

Employees are motivated by recognition and rewards, and they enjoy tasks and activities when they receive them for completing them successfully (Constant et al., 1994; Jarvenpaa and Staples, 2001; Cameron and Pierce, 1997). Some scholars argued that incentives and rewards, have a significant impact on the intensity of knowledge-sharing (Chua, 2003; Kim, Suh and Hwang, 2003; Malhotra and Majchrzak, 2004; Lin, 2008, Cheng, 2002). However, O'Reilly and Pondy's 1980 study found that organizational members' likelihood of sharing information is positively correlated with rewards and negatively correlated with expected penalties. Additionally, they asserted that incentives foster rivalry among students, which lessens knowledge sharing objective. On the other hand, according to a study, incentives have a big impact on knowledge sharing among university faculty (Purwanti et al. 2010). In that aspect, financial or non-financial prizes are necessary to encourage academics and advance the knowledge sharing activity (Susanty - Wood, 2011).

Organizational Support

Ruggles, (1998) asserts that the organizational climate significantly impacts knowledge-sharing behavior. Organizational support is considered as the employee attitudes and behaviors toward their organizations and employment. Bock and Kim (2005) found that an organization's climate significantly influences knowledge sharing intentions, suggesting that a fair and trustworthy environment where they get the support increases the likelihood of knowledge sharing among employees. Organizational support is positively related to subjective norm. Self-efficacy theory suggests that individuals who believe they can handle difficult situations and receive provisional aids are more likely to exert effort, and organizational support enhances employees' self-efficacy (Bandura, 1977).

Proposed Hypothesis

H1: Extrinsic reward has a positive impact on the individual's attitude towards knowledge sharing

H2: The Organizational Support influence the subjective norms positively

H3: Individual's Attitude towards knowledge sharing has a positive impact on knowledge sharing behavior

H4: Subjective norm has a positive impact on the individual's knowledge sharing behavior

Proposed Model

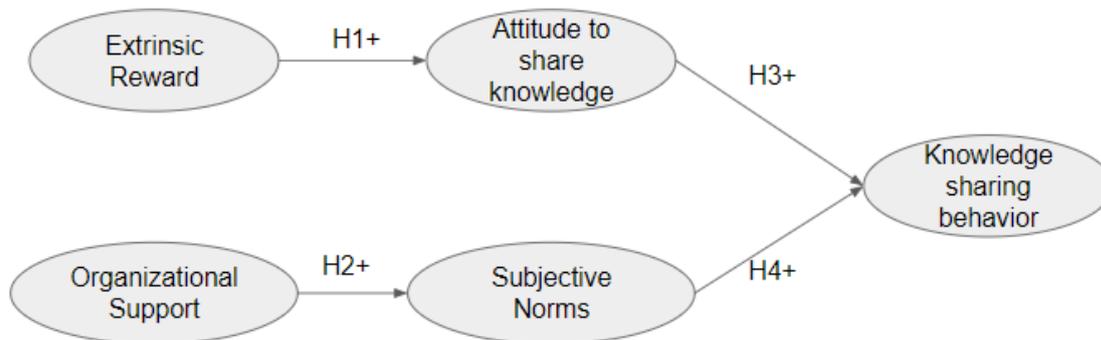


Figure 2: Proposed conceptual model

RESEARCH METHODOLOGY

Research Design

To collect the data, an online survey was carried out in order to analyze the proposed hypotheses by operationalizing the factors related with the knowledge sharing behavior by the faculty members in Bangladesh. The empirical study was conducted to understand the relationship between the independent variables; extrinsic reward, organizational support, attitude to share knowledge and subjective norms and the dependent variable; knowledge sharing behavior. The questionnaire used in this study was adopted from the previous literature. demographic information like gender, age, gender, educational level, job positions and work experiences were also taken. To analyze the data, SmartPLS version 3.2.2 were used.

Data collection

Survey data was collected from the faculty members who are working in the Bangladeshi universities. Cross-sectional data was gathered using a Google form, and departmental approval was obtained prior to survey link distribution. Once the permission was granted, the link of the Google form was sent to the participants by email. Given that the faculty members use English as their medium of instructions, the survey was conducted in English language. Purposive sampling technique was used for data collection and faculty members who have a minimum of 6 months of work experience are considered for this study. A total number of 216 (n=216) faculty members from Bangladeshi universities participated in the survey. In order to ensure anonymity, no names, phone numbers, or email addresses were collected, and participants were made aware that they could withdraw from the survey at any moment if they so desired. Faculty members provided primary data, and no financial rewards were given out while the data was being collected.

Results

Demographic Information

Among the respondents (n=216), there were 103 (52.3%) male faculty members and 113 (47.7%) female faculty members. Mean age of the faculty members was 31.87 with a standard deviation (SD) of 6.481 and the maximum and minimum age group of the faculty members were 50 and 24 respectively. The majority of the faculty members were having Master's degree 167 (77.3%), followed by doctoral degree 28 (13.0%) and PhD candidates 21 (9.7%). Among the faculty members there were 108 (50%) lecturers, 10 (4.6%) senior lecturers, 59 (27.3%) assistant professor, 25 (11.6%) associate professors and 14 (6.5%) professors. In addition, work experience was also collected, and it was found that majority of the faculty members were having 1-3 years were 85 (39.4%), followed by 4-6 year were 71 (32.9%), 10 years and above were 39 (18.1%), less than 1 year were 18 (8.3%) and 7-10 years were 3 (1.4%). The data is shown in the table 1 below:

Table 1: Demographic information of the sample

Aspects	statistics
Gender	Male: 103 (52.3%) Female: 113 (47.7%)
Age (in years)	Mean: 31.87, SD: 6.481, Min 24, Max: 50
Education level	Master's Degree: 167 (77.3%) PhD Candidates: 21 (9.7%) Doctoral Degree: 28 (13.0%)
Experiences	Less than 1 year: 18 (8.3%) 1-3 years: 85 (39.4%) 4-6 years: 71 (32.9%) 7-10 years: 3 (1.4%) 10 years and above: 39 (18.1%)
Job positions	Lecturer: 108 (50%) Senior lecturer: 10 (4.6%) Assistant professor: 59 (27.3%) Associate professor: 25 (11.6%) Professor: 14 (6.5%)

Reliability and Validity

To test the reliability of the variables, Cronbach's alpha and composite reliability was checked. To measure the internal consistency, Cronbach's alpha was checked and the accepted factor loading scale was 0.7. From the data it was observed that Cronbach's alpha of all the variables were 0.8, which means the internal consistency of the variables are acceptable. Composite reliability of each variable was also checked and the data revealed that majority of the variables are above 0.90 except subjective norms (0.890). This means that the constructs had excellent reliability in the present model. Furthermore, the Average Variance Extracted (AVE) was also checked to see the convergent and divergent validity and it was noticed that all the AVE is higher than 0.500. This supported the convergent validity factor.

Table 2: Cronbach's alpha and composite reliability of the variables

Cronbach's	rho_A	Composite	Average	Variance
------------	-------	-----------	---------	----------

	Alpha	Reliability		Extracted (AVE)
Attitude	0.935	0.935	0.954	0.837
Extrinsic Reward	0.811	0.833	0.913	0.840
Knowledge Sharing Behavior	0.910	0.922	0.933	0.737
Organizational Support	0.903	0.915	0.925	0.673
Subjective Norms	0.837	0.846	0.890	0.670

Discriminant Validity & R-squared

In addition, the discriminant validity was measured through Fornell-Larcker criterion and cross-loading of the variables were checked. The data showed that each variable's range is from 0.819 to 0.916. From the data it can be said that discriminant validity was well established. The result is presented in the table 3 below:

Table 3: discriminant validity of the variables

	Attitude	Extrinsic Reward	Knowledge sharing behavior	Organizational support	Subjective norms
Attitude	0.915				
Extrinsic Reward	0.153	0.916			
Knowledge Sharing Behavior	0.652	0.267	0.859		
Organizational Support	0.537	0.388	0.577	0.820	
Subjective Norms	0.464	0.293	0.735	0.486	0.819

Structural Equation Model

The structural equation model was carried out to observe the association between the proposed hypotheses. From the analysis it was observed that extrinsic rewards and attitudes towards knowledge sharing was positively related ($\beta = 0.153$, $p\text{-value} > 0.102$) but not statistically significant. This means hypothesis 1 is not supported. Organizational support had a positive impact on subject norms ($\beta = 0.486$, $p\text{-value} < 0.000$) and is statistically significant. This means that hypothesis 2 is supported. In addition, attitudes towards knowledge sharing were found a positive association with knowledge sharing behavior ($\beta = 0.396$, $p\text{ value} < 0.000$) and it is also statistically significant. Furthermore, subjective norms had the strongest effect on knowledge sharing behavior ($\beta = 0.552$, $p\text{-value} < 0.000$) and they are statistically significant. Hypothesis 4 was supported also. The R-square and adjusted R-square of the all the association were checked for this model.

From the model it was observed that attitudes towards knowledge sharing and subjective norms were having the highest R-square (0.664) and adjusted R-square (0.660). This means 66.4 percent of attitudes of knowledge sharing and subjective norms of the faculty members for sharing their knowledge with others can be explained from this model and rest 33.6 percent can be other factors that were not considered in this model. The model further showed that organizational support and subjective norms can be explained 23.6% ($R^2 = 0.236$, Adjusted $R^2 = 0.233$) and rest 76.4% can be some other factors that were not also considered in this study. The data were presented in the following tables 4 and 5.

Table 4: Hypotheses testing of the model

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Hypothesis Results
Attitude -> Knowledge Sharing Behavior	0.396	8.684	0.000	Supported
Extrinsic Reward -> Attitude	0.153	1.638	0.102	Not Supported
Organizational Support -> Subjective Norms	0.486	6.791	0.000	Supported
Subjective Norms -> Knowledge Sharing Behavior	0.552	16.335	0.000	Supported

Table 5: R-square and Adjusted R-squared of the model

	R Square	R Square Adjusted
Attitude	0.023	0.019
Knowledge Sharing Behavior	0.664	0.660
Subjective Norms	0.236	0.233

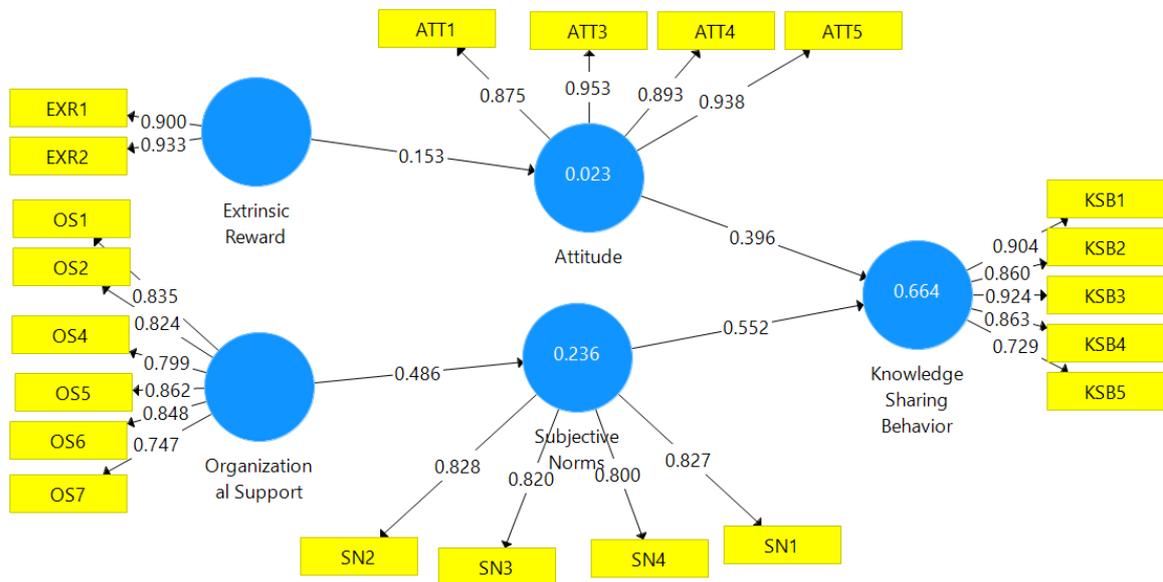


Figure 3: SEM analysis of the model

Discussions

The study revealed that the positive causal relationship between attitudes, subjective norms, and knowledge sharing behavior is consistent with prior studies (Bock and Kim, 2002; Tohidinia and Mosakhani, 2010). It can be assumed that when faculty members are having a positive mindset and attitudes to understand the ultimate benefit of knowledge sharing with

others, they have a higher tendency to share knowledge with others. On the other hand, rewards merely serve as a catalyst for knowledge sharing rather than a long-lasting influence on a person's mindset, therefore rewards can only be useful during the knowledge management process's initial stages. Similarly, it can be mentioned that reward might increase competitiveness, and it might reduce knowledge sharing intentions among others. Bock and Kim (2005) found that expected rewards, like monetary incentives, negatively impact knowledge sharing behavior. Most importantly, an external reward system could enhance competitiveness in a climate, but it may decrease individuals' willingness to share knowledge. Organizational support is positively associated with subjective norms, which is also consistent with prior studies (Igbaria et al., 1996). In this aspect, it can be mentioned that, organizations must create the environment and support their employees where they feel motivated to exchange knowledge and comprehend the benefits of it. Through constant support, members feel accountable, and be more engaged in sharing the knowledge they gain through research works and other seminar or trainings.

Limitations of the study

Like other studies, this study has some limitations despite some supported hypotheses. Firstly, the study collected the data from two universities in Bangladesh. In that case, it cannot generalize the faculty members of the universities in Bangladesh. Secondly, a cross-sectional data was collected which is another limitation for this study. To understand the effect of extrinsic rewards impact, longitudinal studies would be good to understand the changes in the behaviors of the faculty members.

Future Research

Due to some limitations and unsupported hypothesis, future research can include the longitudinal study to understand the change in the behavior of the faculty members who are working in the universities. In addition, some other factors like peer support, employee performance, organizational climate and leadership factors can be included in the future studies. Furthermore, a cross-cultural study can be conducted to understand whether extrinsic rewards has any impact on faculty member's motivation in the universities or not.

CONCLUSIONS

Based on the TRA, substantial influences on employees' attitudes toward information sharing are found, and these influences have a considerable impact on knowledge sharing intentions and behavior. The findings point to some managerial implications for managers looking to encourage sharing of knowledge in academic institutions. Managers should encourage employees to share knowledge with an open mind and offer helpful criticism to knowledge producers. Most importantly, it can be highlighted that when organizations support their employees in knowledge sharing behavior, they generally open the platform for innovation. Because, the members in the organizations are involved, feel valued and are encouraged to share knowledge with others.

REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.



- Ajzen, I. (1987). Attitudes, traits, and actions: Dispositional prediction of behavior in personality and social psychology. In *Advances in experimental social psychology* (Vol. 20, pp. 1-63): Elsevier.
- Alavi, M., & Leidner, D. E. (2001). Knowledge management and knowledge management systems: Conceptual foundations and research issues. *MIS quarterly*, 107-136.
- Basu, B. and Sengupta, K. (2007), "Assessing success factors of knowledge management initiatives of academic institutions – a case of an Indian business school", *The Electronic Journal of Knowledge Management*, Vol. 5 No. 3, pp. 273-282
- Bock, G. W., & Kim, Y. G. (2002). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resources Management Journal (IRMJ)*, 15(2), 14-21
- Cheng, M.Y., Ho, J.S.Y and Lau, P.M. (2009a), *Electronic Journal of Knowledge Management*, Vol. 7 No. 3, pp. 313-324
- Chennamaneni, A., Teng, J. T. C., & Raja, M. K. (2012). A unified model of knowledge sharing behaviours: Theoretical development and empirical test. *Behaviour & Information Technology*, 31(11), 1097–1115.
- Daud, S. and Abdul Hamid, H. (2006), "Successful knowledge sharing in private higher institutions education: factors and barriers", paper presented at the Knowledge Management International Conference and Exhibition, Kuala Lumpur, June 6-8.
- Davenport, T. H., & Prusak, L. (1998). *Working knowledge: How organizations manage what they know*. Harvard Business Press.
- Grant, R. M. (1991). The resource-based theory of competitive advantage: implications for strategy formulation. *California management review*, 33(3), 114-135.
- Grant, R. M. (1996). Toward a knowledge - based theory of the firm. *Strategic management journal*, 17(S2), 109-122.
- Kim, S. and Ju, B. (2008), "An analysis of faculty perceptions: attitudes toward knowledge sharing and collaboration in an academic institution", *Library & Information Science Research*, Vol. 30 No. 4, pp. 282-290
- Nonaka, I., & Konno, N. (1998). The concept of "Ba": Building a foundation for knowledge creation. *California management review*, 40(3), 40-54.
- Omerzel, D.G., Biloslavo, R. and Trnavčević, A. (2011), "Knowledge management and organizational culture in higher education institutions", *Journal for East European Management Studies*, pp. 111-139.
- Purwanti, Y., Pasaribu, N. R., , & Lumbantobing, P., & Indonesia, P. T. (2010). Leveraging the quality of knowledge sharing by implementing reward program and performance management system. Paper presented at the Proceedings of the European Conference on Intellectual Capital.
- Sohail, M.S. and Daud, S. (2009), "Knowledge sharing in higher education institutions: perspectives from Malaysia", *Vine*, Vol. 39 No. 2, pp. 125-142.
- Spender, J. C. (1996). Making knowledge the basis of a dynamic theory of the firm. *Strategic management journal*, 17(S2), 45-62.
- Susanty, A. I., & Wood, P. C. (2011). The motivation to share knowledge of the employees in the telecommunication service providers in Indonesia. *International Proceedings of Economics Development & Research*, 5(2), V2-159
- Teece, D. J. (2000). *Managing intellectual capital: Organizational, strategic, and policy dimensions*. OUP Oxford.