

A Knowledge Sharing Behavior Model and Its Effect on Employees' Innovative Work Behavior

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Abstract

One factor that can increase employees' innovative work behavior (IWB) is knowledge sharing (KS) behavior. KS behavior is very dependent on individual employees. This research aims to explore the relationship between KS behavior and IWB. The proposed research model was constructed based on social cognitive theory and planned behavior theory consisting of perceived social pressure and personal factors, KS attitude, KS intention, KS behavior, and IWB. This research utilized 604 data from middle management and frontline employees of textile companies. The data processing was performed by structuring both Structural Equation Modeling and Multiple Indicator Multiple Causes (MIMIC) model. The results showed that KS behavior could increase employee IWB and psychological ownership of knowledge could positively affect employees' KS behavior. In addition, education level and work experience also have a positive effect on employees' KS attitudes.

Keyword:

innovative work behaviour, knowledge sharing behaviour.

1. Introduction

Global economic competition is increasing and shifting from a manufacturing-based value system to a knowledge-based value system so that the company's competitive advantage is not only based on equipment, capital and labor (Chen, 2010). Knowledge can be a company's competitive tool so that it can support the company's adaptation and survival (Sigala & Chalkiti, 2007). In addition, cheap labor and low costs are no longer enough to maintain the company's competitiveness so companies need to improve the company's capabilities with advanced technology (Geng et al., 2016).

Technological capabilities in manufacturing companies in developing countries refer to the technical and managerial skills of companies to utilize equipment and technology efficiently (Goedhuys et al., 2008). The use of advanced technology requires effective learning and knowledge sharing (KS) for employees so that companies can generate innovative ideas to maintain and improve the company's competitiveness (Geng et al., 2016). Innovation is defined by Van de Ven (1986) as the development and application of new ideas by individuals involved in interactions in an organizational structure.

In the textile industry, new technologies are made to reduce the number of stages of the production process, reduce disruptions in the manufacturing process, and automate the production process so as to improve organizational capabilities by developing more efficient processes (Karyakina, 2007). The application of new technology with automation that replaces the routine tasks of employees encourages changes in skills and jobs in the company (Green, 2012). Competitive pressures and increasing automation are forcing managers to pay more attention to efficiency.

The innovation process in an organization or company involves all individuals in the organization. In this case, the individual plays a role in developing, explaining, responding, and modifying ideas. Jones (2012) states that the innovation process cannot be separated from the role of individual resources, the more knowledge and experience an individual has, the more efficient his work activities will be. In the end, the individual can solve complex problems. Scott & Bruce (1994) refer to the term innovation at the individual level as individual innovative behavior or it can also be referred to as innovative work behavior (IWB).

Phung et al. (2018) revealed that the biggest challenge in developing IWB is the individual's desire to do KS. KS is an important process for converting individual knowledge into organizational knowledge (Nonaka, 1994; Foss et al., 2010). KS provides opportunities for mutual learning and facilitates the creation of reusable knowledge at the individual and organizational levels (Yu et al., 2013; Radaelli et al., 2014). Several studies have shown that managers often fail to encourage KS practices because they ignore the importance of individual KS willingness (Lin et al., 2009). KS behavior is a process that involves the exchange of knowledge between employees (Davenport & Prusak, 1998).

Research Akhavan et al. (2015) shows that KS behavior has an effect on increasing employee IWB. However, the research of Akhavan et al. (2015) only focuses on KS intention, KS behavior and IWB at the middle management level. According to Guptara (1999) communication between middle management and frontline employees is needed to encourage KS and openness to new ideas in the company. Middle management must be able to develop concept ideas generated by frontline employees with their professional knowledge, and involve frontline employees to collect data and implement solutions. Although frontline employees do not always have the necessary professional knowledge to develop new ideas (Guptara, 1999), frontline employees are in a unique position to play an active role in innovation because they are at the forefront of operations who have the knowledge and experience. The involvement of frontline employees can increase employee motivation and play an important role in the success of innovation because frontline employees have a good perception of problems that occur in the field (Guptara, 1999). There is no research that looks at the effect of KS intention, KS behavior and IWB on middle management and frontline employees, so the research respondents are middle management and frontline employees.

This study proposes a model to develop a more comprehensive perspective on the relationship between environmental factors and personal factors on KS (attitude, intention and behavior). KS attitude and KS intention act as mediators of environmental factors and personal factors on KS behavior. The absence of research that simultaneously examines this relationship provides an opportunity to develop models related to KS behavior. This research is expected to be used as input for companies to improve or improve employee IWB and KS behavior.

2. Hypothesis Development

Variables Affecting Innovative Work Behavior

There are several studies that highlight the importance of KS to increase individual IWB (Radaelli et al., 2014; Akhavan et al., 2015; Yu et al., 2013). An effective KS process can create an organization's intellectual capital and intangible resources (Nold, 2012). When organizations manage knowledge well, the organization will have a greater opportunity to improve performance at the organizational and individual levels (Phung et al., 2018). Individual willingness to share knowledge with colleagues is expected to increase employee IWB so that it will produce a competitive advantage for the company. According to Akhavan et al. (2015), employees who have high knowledge sharing behavior tend to have innovative work behavior. The corresponding relationship is formulated in the following hypothesis.

H1: Knowledge sharing behavior has a positive effect on employee innovative work behavior.

Variables Affecting Knowledge Sharing Behavior

An individual's intention to perform a behavior is stated by Ajzen (1991) as an indication of how much the individual attempts to perform a particular behavior. According to Choi et al. (2008) there is a strong and significant causal relationship between KS intention and KS behavior. An individual's decision to engage in a particular behavior is determined by the individual's intention to perform that behavior (Bock et al., 2005). The corresponding relationship is formulated in the following hypothesis.

H2: Knowledge sharing intention has a positive effect on knowledge sharing behavior.

Variables Affecting Knowledge Sharing Intention

Attitude knowledge sharing is defined as the extent to which employees positively evaluate KS (Bock et al., 2005). Chang (1998) investigated that attitudes toward a behavior significantly influence the intention of that behavior. Attitude has been shown to be a significant antecedent of organizational intention behavior. Attitude KS was found to have a strong impact on the KS intention of employees in public organizations (Bock et al., 2005). The corresponding relationship is formulated in the following hypothesis.

H3: Attitude knowledge sharing has a positive effect on knowledge sharing intention.

Variables Affected by Perceived Behavioral Control

Ajzen (1991) included perceived behavioral control as an additional predictor of intention and behavior. Evaluation of perceived behavioral control refers to the individual's perception of the ease or difficulty of performing KS behavior (Akhavan et al., 2015). If an individual has the resources and opportunities for a particular behavior, the individual will have greater control over the behavior. Previous studies have supported the significant effect of PBC on KS intention and KS behavior (Chennamaneni et al., 2012; Akhavan et al., 2015). The corresponding relationship is formulated in the following hypothesis.

H4a: Perceived behavioral control has a positive effect on knowledge sharing behavior.

H4b: Perceived behavioral control has a positive effect on knowledge sharing intention.

Variables Affected by Perceived Social Pressure

Subjective norms reflect the normative beliefs that exist in the corporate environment, these beliefs that underlie individual behavior (Brock et al., 2005). Lin (2007), shows that subjective norms are factors that influence personal willingness to share knowledge. Subjective norms have gained empirical support as antecedents for KS attitude and KS intention (Brock et al., 2005; Chow & Chan, 2008). Ajzen et al. (1982) mentions that another name for the term subjective norms is perceived social pressure. The corresponding relationship is formulated in the following hypothesis.

H5a: Perceived social pressure has a positive effect on knowledge sharing behavior.

H5b: Perceived social pressure has a positive effect on knowledge sharing intention.

H5c: Perceived social pressure has a positive effect on attitude knowledge sharing.

Variables Affected by Knowledge Self-efficacy

Menurut Lin (2007), knowledge self-efficacy yaitu keyakinan karyawan untuk memberikan pengetahuan yang berguna bagi organisasi. Knowledge self-efficacy adalah penilaian individu akan kemampuannya untuk mengatur dan melaksanakan tugas sehari-hari (Lin, 2007). Knowledge self-efficacy telah memperoleh dukungan empiris sebagai antecedent untuk KS attitude, KS intention dan KS behavior (Lin, 2007; Phung dkk., 2018). Karyawan yang memiliki keyakinan tinggi terhadap kemampuannya dalam memberikan pengetahuan yang berharga akan menyelesaikan tugas dengan baik. Karyawan yang memiliki knowledge self-efficacy yang tinggi memiliki attitude, intention, dan behavior yang lebih positif terhadap KS. The corresponding relationship is formulated in the following hypothesis.

H6a: Knowledge self-efficacy has a positive effect on knowledge sharing behavior.

H6b: Knowledge self-efficacy has a positive effect on knowledge sharing intention.

H6c: Knowledge self-efficacy has a positive effect on knowledge sharing attitude

Variables Affected by Enjoyment in Helping Others

By providing assistance to others, an individual can have pleasure (Kollock, 1999). Some individuals in helping others do not care about the rewards in return for their actions (Davenport & Prusak, 1998). There is a positive relationship between enjoyment in helping others and KS (Kankanhalli et al., 2005; Akhavan et al., 2015). Employees who derive pleasure from helping others are more likely to engage in KS (Lin, 2007). Enjoyment in helping others has obtained empirical support as an antecedent for KS attitude, KS intention and KS behavior (Lin et al., 2007; Akhavan et al., 2015; Phung et al., 2018). Employees who have enjoyment in helping others in KS will have a more positive attitude, intention, and behavior towards KS. The corresponding relationship is formulated in the following hypothesis.

H7a: Enjoyment in helping others has a positive effect on knowledge sharing behavior.

H7b: Enjoyment in helping others has a positive effect on knowledge sharing intention.

H7c: Enjoyment in helping others has a positive effect on attitude knowledge sharing.

Variables Affected by Expected Organizational Rewards

Organizational rewards may vary according to the organization's policies from incentives of a monetary nature (eg, salary increases and bonuses) and rewards of a non-monetary nature (eg, promotion incentives and job security). Thus, KS will be considered by individuals through the company's incentive system. Individual rewards or rewards based on performance can increase individual KS (Bartol & Srivastava, 2002). Monetary rewards that lead to promotion are

extrinsic motivation of employees to do KS and non-monetary rewards are effective in motivating employees to KS (Brock et al., 2005). Expected organizational rewards (REW) have obtained empirical support as antecedents for KS attitude, KS intention and KS behavior (Lin et al., 2007; Phung et al., 2018). Organizational rewards are expected to encourage a more positive attitude, intention and behavior towards KS. The corresponding relationship is formulated in the following hypothesis.

H8a: Expected organizational rewards have a positive effect on knowledge sharing behavior.

H8b: Expected organizational rewards have a positive effect on knowledge sharing intention.

H8c: Expected organizational rewards have a positive effect on attitude knowledge sharing.

Variables Affected by Reciprocal Benefits

Reciprocal benefits can maintain employees' desire to maintain sustainable relationships with others, including those related to KS (Brock et al., 2005). Employees who benefit from reciprocal benefits from KS will tend to understand that these actions can contribute to the work of others so as to improve organizational performance. This understanding allows employees to improve KS activities compared to employees who cannot see the benefits of KS. KS can be considered as a social exchange (Brock et al., 2005). People who share knowledge and skills with colleagues will expect to receive knowledge and skills from others. Reciprocal benefits are a form of conditional benefit for individuals who expect future benefits from their actions. Reciprocal benefits have gained empirical support as antecedents for KS attitude, KS intention and KS behavior (Lin et al., 2007; Phung et al., 2018). Reciprocal benefits are expected to encourage a more positive attitude, intention and behavior towards KS. The corresponding relationship is formulated in the following hypothesis.

H9a: Reciprocal benefits have a positive effect on knowledge sharing behavior.

H9b: Reciprocal benefits have a positive effect on knowledge sharing intention.

H9c: Reciprocal benefits have a positive effect on knowledge sharing attitudes.

Variables Affected by Psychological Ownership Knowledge

Psychological ownership represents not only ownership beliefs but also responsibility towards the organization. Employees with high psychological ownership tend to perform positive behavior (Van Dyne & Pierce 2004). Employees who have control over the organization can experience high organizational ownership resulting in psychological ownership through participation in managerial decision making (Pierce et al., 2001). Van Dyne & Pierce (2004) identified that psychological ownership is positively related to organizational commitment so that according to Phung et al. (2018), POK can contribute to employee KS behavior. Kohn (2018) states that POK affects KS intention. Employees with high psychological ownership can produce positive attitudes and intentions towards behavior (Pierce et al., 2001). POK is expected to encourage a more positive attitude, intention and behavior towards KS. The corresponding relationship is formulated in the following hypothesis.

H10a: Psychological ownership of knowledge has a positive effect on knowledge sharing behavior.

H10b: Psychological ownership of knowledge has a positive effect on attitude knowledge sharing.

H10c: Psychological ownership of knowledge has a positive effect on knowledge sharing intention.

KS Attitude Variable Affected by Control Variable Age

Chen & Cheng's (2012) study revealed that the age coefficient negatively affects KS attitude. Younger employees have more KS attitude than older employees. According to Maurer (2001) older employees do not participate in learning and development activities as do younger workers. Younger employees have the ability to learn quickly and are aware that by doing KS the organizational rewards will be greater (Obermayer-Kovacs et al., 2015). The corresponding relationship is formulated in the following hypothesis.

H11: Age has a negative effect on attitude knowledge sharing

KS Attitude Variable Affected by Control Variable Education Level

Chen & Cheng's research (2012) shows that the higher the level of education of employees, the higher the KS attitude they have. According to Mehairi & Binning (2014), individuals with low levels of education tend not to be influenced by KS norms so that subjective norms towards KS tend to be stronger in individuals with higher education. The corresponding relationship is formulated in the following hypothesis.

H12: Education level has a positive effect on knowledge sharing attitude.

KS Attitude Variable Affected by Control Variable Work Experience

Chen & Cheng's research (2012) reveals that the more work experience an employee has, the KS attitude of the employee will tend to be higher. Employees who have longer work experience will be more confident because they have a lot of experience and do more KS (Bordia et al., 2006). Employees with longer work experience have more expertise in organizational processes. Workers with more experience can be mentors for inexperienced workers (Collin, 2004). The corresponding relationship is formulated in the following hypothesis.

H13: Work experience has a positive effect on attitude knowledge sharing.

Variable Attitude KS Affected by Control Variable Managerial Level

Research by Obermayer-Kovacs et al. (2015) revealed that the higher an individual's position, the individual is not worried about losing the power of knowledge. Employees with middle management positions will have a higher KS attitude when compared to frontline employees. The corresponding relationship is formulated in the following hypothesis.

H14: Managerial level has a positive effect on knowledge sharing attitude.

The corresponding model for the entire hypothesis is shown in Figure 1.

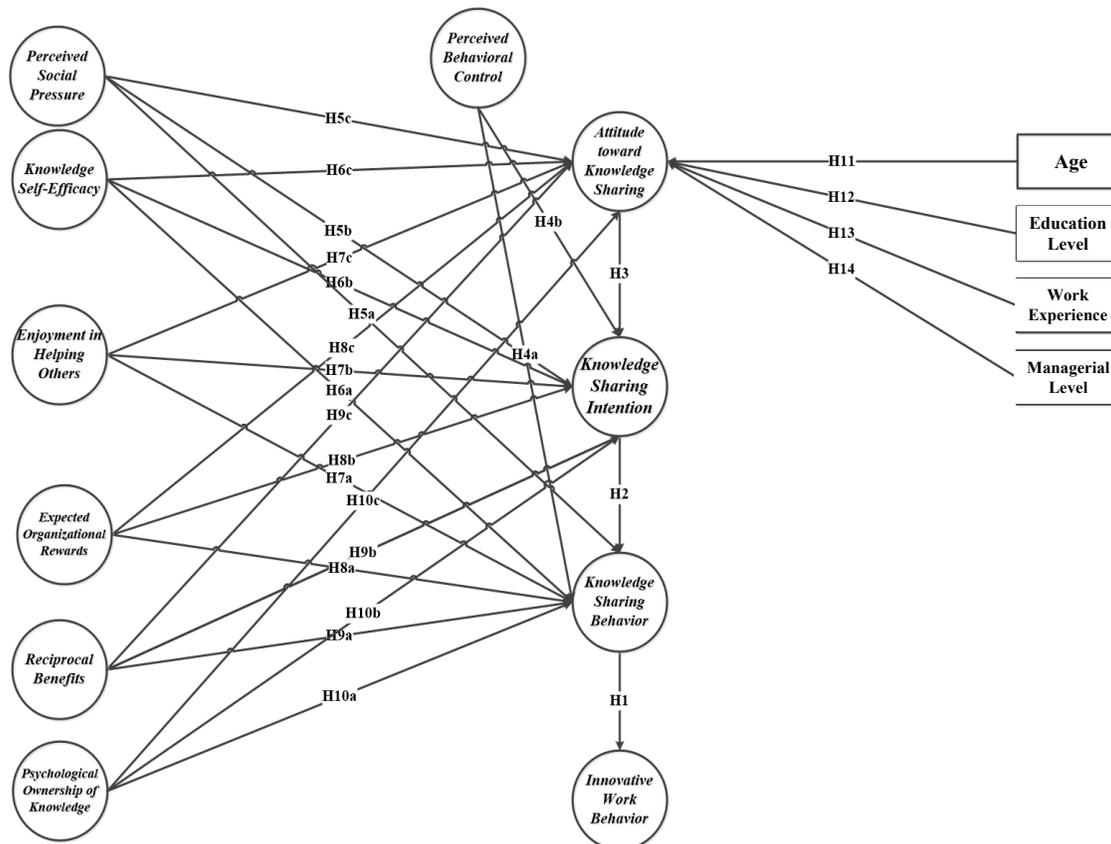


Figure 1. Research hypothesis model.

3. Research Methodology

Questionnaire

IWB was measured using three second-order construct variables, namely idea generation, idea promotion, and idea implementation which were adapted from research by Janssen (2000); Akhavan et al (2015); and Phung et al. (2018).

KS Behavior consists of 5 indicators where the indicators were selected from Yi's research (2015). The KS intention indicator comes from the research of Chow and Chan (2008). The KS attitude indicator comes from the research of Akhavan et al. (2015) and Bock et al. (2005). The indicator of perceived social pressure comes from the research of Akhavan et al (2015) and Bock et al (2005). The perceived behavior control indicator comes from the research of Akhavan et al. (2015) and Chennamaneni (2006). Indicators of reciprocal benefits, expected organizational rewards and knowledge self-efficacy are derived from research by Lin et al (2007). The indicator of enjoyment in helping others comes from the research of Wasiko & Faraj (2000). The psychological ownership of knowledge indicator comes from the research of Phung et al (2018). There are 49 indicators used in the measurement model. The manifest variables were measured using an ordinal Likert scale with values ranging from 1 to 5, with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The measurement scale follows the reference model of Akhavan et al. (2015).

Procedure for data collection and processing

This research data collection was conducted by distributing questionnaires to textile employees with middle management and frontline employees positions. The textile company that was chosen as the research site experienced the phenomenon of a technological shift to become more sophisticated. The use of advanced technology and rejuvenation of machines requires employee innovation. Innovation is the adoption of changes that occur in an organization. IWB can develop well at the level of middle management and frontline employees if the communication between the two is well established and emphasizes knowledge sharing (KS) in their interactions.

4. Results and Discussion

Questionnaires were directly given to employees and filled out by two levels of management, namely middle management and frontline employees. The data collected included the departments of production, maintenance, R&D, engineering, and commercial. Of the 700 questionnaires distributed, there were 627 (89.57%) returned questionnaires. Data processing using CB-SEM and MIMIC models with MPLUS7 software. Validity and reliability tests were also carried out to see whether the statement items were valid and reliable enough to represent the related variables. This research use the collected and validated data as shown in Table 1. The goodness of fit test can be seen in Table 2. The structural model can be seen further in Figure 2.

Table 1. Collected Respondent Data.

Profiles	Categories	Total	Percentage
Age	20 - 30	76	12.58%
	31 - 40	70	11.59%
	41 - 50	313	51.82%
	> 50	145	24.01%
Work Experience	2 - 15	132	18.21%
	16 - 20	187	30.96%
	> 20	285	47.19%
Education Level	High School	460	76.16%
	Diploma	76	12.58%
	Bachelor	66	10.93%
	Graduate	2	0.33%
Managerial Level	Middle Management	300	49.67%
	Frontline Employees	304	50.33%

Table 2. The Goodness of fit test of the proposed model

Fitting Indices	First Order	Second Order	Structural Model	MIMIC Model
χ^2	2827.185	2813.219	2975.426	10.214

Degree of Freedom	1072	1069	1080	8
RMSEA	0.052	0.052	0.054	0.021
SRMR	0.039	0.039	0.054	0.013
CFI	0.940	0.941	0.936	0.998
TLI	0.935	0.935	0.93	0.997

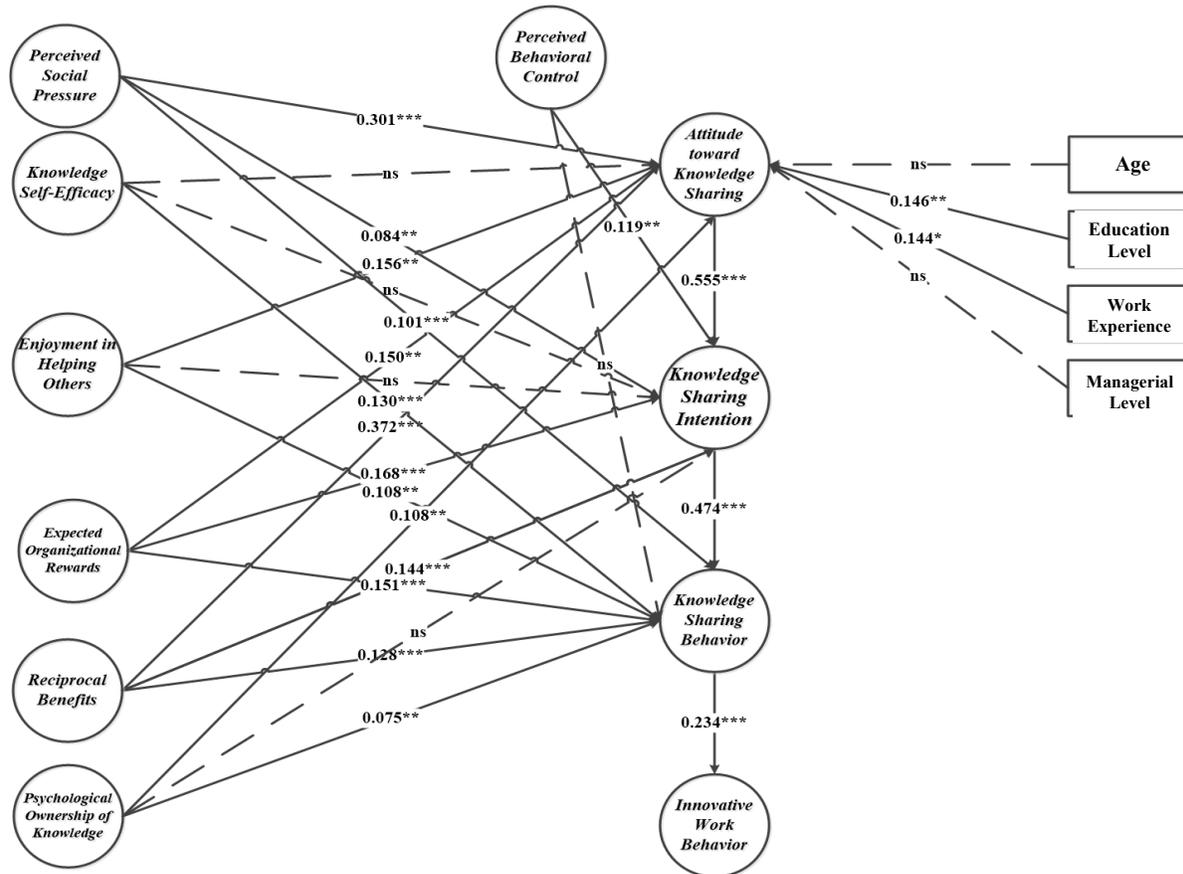


Figure 2. The proposed structural model.

The results of the path analysis show that there are 18 accepted hypotheses, while the hypotheses that are not accepted are: perceived behavioral control on KS behavior, knowledge self-efficacy on KS intention and KS attitude, enjoyment in helping others on KS intention and psychological ownership of knowledge on KS intention. In the MIMIC model, there are 2 accepted hypotheses, namely: level of education and work experience on KS attitude. Figure V.21 is a model of the research results.

From the research results, it can be seen that the factors that most influence employee KS behavior are KS intention (0.474, p -value= <0.001), knowledge self-efficacy (0.130, p -value= <0.001), reciprocal benefit (0.128, p -value= <0.001) and perceived social pressure (0.101, p -value= <0.001). The factors that most influence KS intention are KS attitude (0.474, p -value= <0.001), expected organizational rewards (0.151, p -value= <0.001), and reciprocal benefits (0.144, p -value= <0.001). Furthermore, the factors that most influence the KS attitude are reciprocal benefits (0.372, p -value= <0.001), perceived social pressure (0.301, p -value= <0.01), and psychological ownership of knowledge (0.108, p -value= <0.01).

The results of the analysis of the mediation of environmental factors and personal factors through the mediator of KS attitude and KS intention can be seen in Table 3. The relationship between perceived social pressure and KS behavior in mediation analysis has direct and indirect effects or can be referred to as partial mediation. The total indirect effect

on the perceived social pressure variable is 0.119 (p-value<0.001) from the total effect of 0.220 (p-value<0.001). It can be seen that the indirect effect is dominant in the relationship of perceived social pressure to KS behavior, the indirect effect strengthens the relationship.

The relationship of knowledge self-efficacy to KS behavior through a mediator only has a direct effect of 0.130 (p-value <0.001), so it is called a no mediation relationship. The relationship of enjoyment in helping others to KS behavior has direct and indirect effects, so it can be called partial mediation. It can be seen that the direct effect is dominant in the relationship between enjoyment in helping others on KS behavior.

The relationship between expected organizational rewards and KS behavior in mediation analysis has direct and indirect effects or can be referred to as partial mediation. The total indirect effect on the perceived social pressure variable is 0.119 (p-value<0.001) from the total effect of 0.270 (p-value<0.001). It can be seen that the direct effect is dominant in the relationship of expected organizational rewards to KS behavior and the indirect effect strengthens the relationship.

Table 3. Mediation Analysis Results.

X	Direct Effect X->KSB	Indirect Effect via KSI	Indirect Effect via AKS&KSI	Total Indirect Effect	Total Effect
SP	0.101***	0.040*	0.079***	0.119***	0.220***
KSE	0.130***	0.008(ns)	0.014(ns)	0.022(ns)	0.152***
EHO	0.108**	0.006(ns)	0.041**	0.047(ns)	0.155**
REW	0.151***	0.080***	0.039**	0.119***	0.270***
RB	0.128***	0.068***	0.098***	0.166***	0.294***
POK	0.075***	-0.012(ns)	0.029**	0.017(ns)	0.092***
PBC	0.044(ns)	0.056**	-	-	0.101**

Remarks : * p < 0.05; ** p < 0.01; *** p < 0.001; ns=non significant; X = environment factor (SP) dan personal factors (KSE, EHO, REW, RB, POK serta PBC).

The relationship of reciprocal benefits to KS behavior in mediation analysis has direct and indirect effects or can be referred to as partial mediation. The total indirect effect on the reciprocal benefits variable is 0.166 (p-value<0.001) from the total effect of 0.294 (p-value<0.001). It can be seen that the indirect effect is dominant in the relationship of reciprocal benefits to KS behavior, the indirect effect strengthens the relationship.

The relationship between psychological ownership of knowledge and KS behavior has direct and indirect effects, which can be referred to as partial mediation. From the results of the mediation analysis, it can be seen that the direct effect is dominant on the relationship between psychological ownership of knowledge and KS behavior. The relationship between perceived behavioral control and KS behavior does not have a direct effect and there is only an indirect effect through KS intention mediators, so it can be called complete mediation.

From environmental factors and personal factors mediated by KS attitude and KS intention, the total effect will be sorted from largest to smallest, namely reciprocal benefits (0.294, p-value = <0.001), organizational rewards (0.270, p-value = <0.001), perceived social pressure (0.220, p-value=<0.001), enjoyment in helping others (0.155, p-value=<0.01), knowledge self-efficacy (0.152, p-value=<0.001), perceived behavioral control (0.152, p-value=<0.001), and the smallest total effect is psychological ownership of knowledge (0.092, p-value=<0.001). From the results of the mediation analysis, it can be concluded that the indirect effect can make a significant contribution to KS behavior.

5. Concluding Remarks

The results of this study provide useful insights for managers or management who want to promote KS attitude, KS intention, and KS behavior of employees so that they can encourage employee IWB. This study proposes an integrative model that explores environmental factors (perceived social pressure) and personal factors (knowledge self-efficacy, enjoyment in helping other, reciprocal benefits, organizational rewards, and psychological ownership of knowled

ge) on knowledge sharing (attitude, intention and behavior). . Recommendations that need to be made by companies to encourage employee knowledge sharing. The importance of a comprehensive approach to study the effects of the determinants of KS on KS attitude, KS intention and KS behavior. This research can help decision makers to select and develop appropriate determinants of KS. In this study, the most influential determinants of KS behavior on KS behavior are reciprocal benefits, organizational rewards and perceived social pressure. It can be concluded that personal factors and environmental factors affect employee KS behavior.

Organizations must develop determinants of KS that affect employee KS. Environmental factors can encourage employees' initiative to be involved in KS activities. The role of management is needed in creating an atmosphere that encourages KS activities in the organization so that it can promote organizational values and norms towards KS behavior (Saleh and Wang, 1993). In addition, social pressure from colleagues to participate in KS will create a positive environment for KS. Organizations must be able to manage personal factors that have a strong influence on KS attitude, KS intention, and KS behavior of employees. Personal factors will encourage employees to be involved in KS. Organizations must ensure that there is healthy work competition among employees so that interaction and reciprocal benefits for employee KS are increased. Non-monetary organizational rewards affect KS attitude, KS intention and KS behavior. Enjoyment in helping others significantly affects employee KS behavior. Organizations can increase the perception of enjoyment in helping others by giving appreciation when employees do KS with co-workers. This study provides evidence that knowledge self-efficacy is an important factor influencing KS behavior. Parker's (1998) research has identified several methods to increase employee knowledge self-efficacy. Staff who have high self-efficacy knowledge can be formed by recruiting employees who are proactive and have high cognitive talent so that they can be intrinsically motivated.

Organizational culture is a key element of effective KS activities, according to the opinion of Smith and Saint-Onge (1996). Employees do KS and share expertise due to personal and environmental factors. Employee motivation in doing KS with co-workers, one of which is to solve work-related problems. In organizations, KS is capturing, organizing, reusing, and transferring experience-based knowledge and making that knowledge available to others in the company. According to Lin (2007), KS offers the potential to increase organizational productivity.

This study found that psychological ownership of knowledge affects individual KS behavior. Employees feel the ownership of knowledge and psychological relationship with the knowledge possessed, knowledge becomes part of the psychological identity of individuals (Pierce et al., 2001). Organizations can promote KS behavior by involving employees in achieving organizational goals and providing incentives that have a positive correlation with KS. Furthermore, this study found that the level of education and work experience affect KS attitude. Employees with higher education pay more attention to KS norms than those with lower education. Employees who have more work experience will have a positive reaction to KS and have greater expertise in organizational processes (Bordia et al., 2006).

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