
**Antecedents of Knowledge Sharing Behaviour and Intentions of Students at the
University of Ilorin, Nigeria**

Oluyinka Titilope Afolayan, Ph.D
Department of Information and Communication Sciences
afolayanoluyinka@yahoo.com
08097288434,

Abstract

This paper investigates the antecedents of knowledge sharing behaviour and intentions of students in the University of Ilorin, Kwara State, Nigeria using the Faculty of Communication and Information Sciences (FCIS) as a case study. The methodology adopted for this study was a survey research design, using a validated questionnaire to collect data. Findings revealed that knowledge sharing intentions and subjective norm contributed positively and significantly to knowledge sharing behaviour of students; while perceived behavioural control and attitudes made no significant contribution. On the other hand, this study revealed that attitude made the highest significant contribution to knowledge sharing intentions, while subjective norm and perceived behavioural control made no significant contribution to knowledge sharing intention. In conclusion, recommendations were made towards improving knowledge sharing intentions and behaviour among students in the study locale.

Keywords: Attitude; Intentions; Knowledge sharing; Perceived behavioural control; Subjective norm

Introduction

In this technological era, knowledge has become a strategic asset that can be optimally used through sharing and exchanging among students in Higher Institutions of Learning. Due to the influx of Information and Communication Technologies (ICTs), several social media platforms are being utilized by students to facilitate the sharing of knowledge, apart from face-to-face interactions. Knowledge sharing is a common phenomenon among students due to regular interaction with colleagues and lecturers in the classroom (Majid & Wey, 2009). Although, some students may not share knowledge voluntarily, unless they are compelled, and if the culture of sharing has not been inculcated.

Knowledge Sharing Behaviour (KSB) can be viewed as the extent to which a student shares his or her knowledge with other students within or outside the institution. It is a personally driven activity, however, it can be influenced by organizational, social and

motivational factors (Yi, 2009). Knowledge sharing behaviour has its antecedents which are: attitudes, behavioural intentions, subjective norm, and perceived behavioural control as identified in the literature (Hung, Lai & Chou, 2010; Tohidinia & Mosakhani, 2010). However, if these elements are lacking among students, knowledge may not be shared as expected. Researchers have investigated each of these antecedents in the context of organizations; and findings have revealed a positive association between each of these elements and knowledge sharing behaviour of employees in different settings (Ryu, Ho, & Han, 2003). However, there is a dearth of studies on the influence of these elements on the knowledge-sharing behaviour of students in Nigerian Institutions of Learning.

Past researchers have defined each of these antecedents from several angles: For instance, Ajzen's (1991) based on his Theory of Reasoned Action (TRA) defined knowledge sharing attitude as an individual's belief towards sharing, which may be either positive or negative. In essence, a student's attitude may determine his willingness to share or not to share knowledge. Knowledge sharing intentions can also be defined as "the willingness of an employee to share useful skills and expertise with his or her colleagues or superiors in an organisation" (Olapegba, Balogun & Idemudia, 2013). Knowledge sharing intention can, therefore, be seen as a precursor to knowledge sharing behaviour (Olapegba, Balogun & Idemudia, 2013). In essence, without an intention to share by students, there would not be an actual behaviour of sharing knowledge. Subjective norm is the perceived social pressure to perform the knowledge-sharing behaviour or not to perform it. In addition, Ajzen (1991) in his theory of planned behaviour defined Perceived Behavioral Control (PBC) "as the ease or difficulty experienced in an individual's ability to share knowledge". Thus, the greater a student's level of control over his/her knowledge-sharing capabilities, the stronger his/her intention to share knowledge and vice versa. Researchers, however, have also found that a person's perceived behavioural control can influence positively an individual's intention to share knowledge (Hung, Lai & Chou, 2010; Tavousi, Hidarnia, Montazeri, Hijizadeh, Taremain & Ghofranipour, 2009).

On the whole, KSB of students may be hindered, perhaps, due to antecedents such negative attitude, lack of intention to share, low subjective norm and low perceived behavioural control in sharing knowledge. However, there are no studies yet in the Nigerian environment that have ascertained the relationship between each of these elements and knowledge sharing behaviour of students in higher institutions of learning. There is, therefore, an urgent need to appraise the present situation in Nigerian Universities. Given this, this study investigated the antecedents of knowledge sharing behaviour and intentions among students using the theory of reasoned action and

planned behaviour as models; a case study of the Faculty of Information and Communication Sciences (FCIS), University of Ilorin, Ilorin, Kwara State.

Research Objectives

The study was guided by the following objectives:

1. To determine the level of knowledge sharing behaviour of students in FCIS, University of Ilorin, Kwara State, Nigeria
2. To determine knowledge sharing attitudes of students in FCIS, University of Ilorin, Kwara State, Nigeria?
3. To determine knowledge sharing intentions of students in FCIS, University of Ilorin, Kwara State, Nigeria?
4. To know the subjective norm of knowledge sharing among students in FCIS, University of Ilorin, Kwara State, Nigeria?
5. To determine the level of perceived behavioural control in knowledge sharing among students in FCIS, University of Ilorin, Kwara State, Nigeria?

The study also hypothesized and tested the under listed statements at 95% confidence level:

H01: Knowledge sharing attitudes, intentions, subjective norm and perceived behavioural control have no significant joint effect on knowledge sharing behaviour of students in the University of Ilorin, Kwara State, Nigeria

H02: Knowledge sharing attitudes, subjective norm and perceived behavioural control have no significant joint effect on knowledge sharing intentions of students in the University of Ilorin, Kwara State, Nigeria.

H03: Relative Contribution of Knowledge sharing attitudes, intentions, subjective norm and perceived behavioural control to knowledge sharing behaviour of students in the University of Ilorin, Kwara State, Nigeria.

H04: Relative Contribution of Knowledge sharing attitudes, subjective norm and perceived behavioural control to knowledge sharing intentions of students in the University of Ilorin, Kwara State, Nigeria.

Review of Literature

Quite several studies have examined the antecedents of knowledge sharing behaviour, emphasizing that several elements do precede knowledge sharing behaviour and intentions as predicted by TRA and TPB models (Fishbein & Ajzen, 1975; 1991). These elements are attitude, subjective norm, perceived behavioural control and knowledge sharing intentions that can influence KSB either directly or indirectly (Ryu, Ho, & Han, 2003) Each of these elements has been identified by researchers to influence positively knowledge sharing behaviour of employees in organizations. For instance, Teh and Yong (2011) confirmed in their study that an individual's intention to share knowledge is an important factor influencing knowledge sharing behaviour of information systems personnel. In the same vein, Nam and Van (n. d) using TRA and TPB models predicted factors that can influence knowledge sharing behaviour of employees in Small and Medium-sized Enterprises in Vietnam. Findings revealed that attitudes towards knowledge sharing had the strongest impact on knowledge sharing intentions, followed by perceived behavioural control and subjective norm.

In another vein, Olapegba, Balogun, and Idemudia (2013) explored the influence of personality factors (need for achievement, need for power, and need for affiliation) on knowledge sharing intentions of bank employees in two selected banks in Nigeria. A cross-sectional survey design was adopted with a total of 207 employees that were selected using the simple random sampling technique. The findings revealed that the need for achievement and power significantly influenced knowledge sharing intentions; while the need for affiliation did not significantly influence knowledge sharing intentions.

Researchers have demonstrated that a positive relationship between attitude and intention to share knowledge (Hung, Lai & Chou, 2010; Tohidinia & Mosakhani, 2010) However, factors due to organisational, social, or personal influence could impact knowledge sharing attitude. It has been found that a person's perceived behavioural control can influence an individual's intention to share knowledge (Hung, Lai & Chou, 2010; Tavousi, Hidarnia, Montazeri, Hijizadeh, Taremain & Ghofranipour, 2009). This depicts a relationship between perceived behavioural control and intention to share.

2.1. TRA and TPB Models as Applicable to Knowledge Sharing Behaviour and Intentions of Students

The theory of reasoned action was propounded by Fishbein and Ajzen (1967; 1975) to explain the underlying reasons behind a particular form of behaviour. This theory proposes that the intention to perform a particular behaviour always precedes the actual behaviour. In this case, it is known as behavioural intention. Behavioural intention is a product of attitudes and subjective norms. The theory of reasoned action proposes that

stronger intentions lead to increased effort to perform the behaviour, which also may increase the chances of the behaviour to be performed(Ajzen, 1981).

The theory of reasoned action is applicable in determining knowledge sharing behaviour of students in higher institutions of learning. The three elements that predict human behaviour which are: attitude, subjective norm and behavioural intentions can determine the extent of knowledge shared among students (Bock & Kim, 2005). For instance, a student who can determine whether or not to share knowledge; can also weigh his or her intentions of sharing knowledge coupled with the opinion of other students to determine the extent of knowledge shared. Several studies have used the theory of reasoned action as a model in explaining knowledge sharing behaviour and intentions. For instance, Bock and Kim (2005) empirically tested some factors that could affect individual's knowledge sharing behaviour in some organizations. A total of 154 employees were used for this study selected from 27 organizations. Findings revealed that an association existed between attitude toward knowledge sharing and the fairness of the organization which equally affected the subjective norm to share knowledge. Therefore, attitude and subjective norm were positively related to knowledge sharing intentions and knowledge sharing behaviour.

The theory of reasoned action was criticized by some researchers who emphasized on the disparity between behavioural intention and actual behaviour. The argument was based on the fact that a person's behavioural intention may never lead to the actual behaviour due to several factors that may be beyond the control of an individual. Therefore, intention is a goal whose attainment is subject to some degree of uncertainty (Sheppard, Hartwick, & Warshaw, 1988). Based on this pitfall, in 1985, Ajzen proposed the [theory of planned behaviour](#), which is an extension of TRA. TPB entails the addition of one major predictor—perceived behavioural control. Perceived behavioural control entails times when a person may have the intention of performing a specific behaviour, but the actual behaviour is not performed based on subjective and objective reasons (Ajzen, 1985). Therefore, a student's perceived behavioural control is the perceived ease or difficulty in performing KSB. This may determine his or her intention to share or not to share.

Theory of Reasoned Action Model (TRA Model)

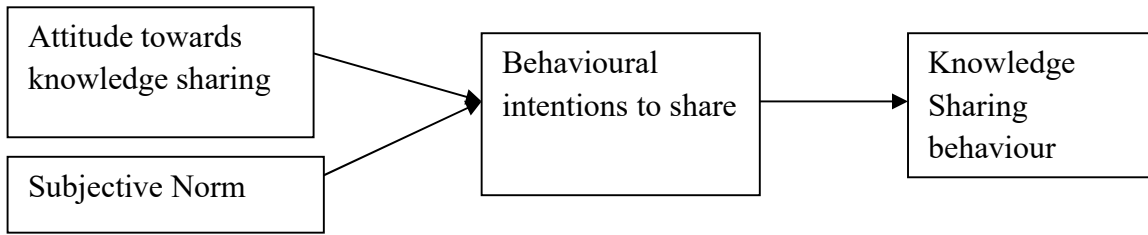


Figure 1: Theory of Reasoned Action as Applicable to Knowledge Sharing Behaviour and Intention among students. Adapted from Fishbein and Ajzen (1967)

Theory of Planned Behaviour (TPB Model)

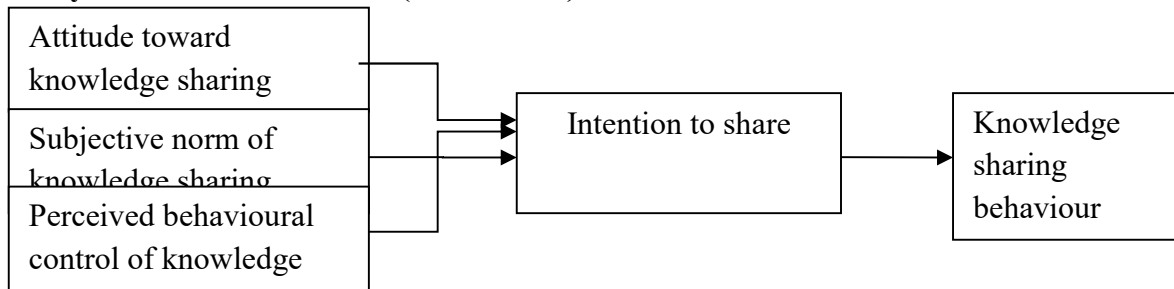


Figure 2: Theory of Planned behaviour as Applicable to Knowledge Sharing Behaviour and Intention of Students. Adapted from the Theory of Planned Behaviour (Ajzen, 1991)

3.0 Methodology

The methodology adopted for this study was a survey research design using a validated questionnaire as an instrument for data collection. The population of the study comprised of students selected majorly from the Faculty of Communication and Information Sciences. The total population of students in the faculty as at the time of data collection was 2200. A systematic sampling technique was used to determine the sample size of 250 respondents comprising of 50 students from each of the five departments in the faculty. These are departments of Information and Communication Science (ICS), Telecommunication science, Library science and Mass Communication and Computer Science (CSC). Data was analyzed using descriptive statistics and multiple regressions. The Cronbach’s Alpha reliability coefficients for the adapted scales ranged from 0.7 to 0.87 on a four-point scale as shown in table 1 below:

Scale	Source	Conbach Reliability Score
Knowledge Sharing behavior	Yi (2009)	0.87
<ul style="list-style-type: none"> • Written contribution • Organizational communication • Personal interaction • Community of practice 		0.79
Knowledge sharing attitude		0.70
knowledge sharing intention		0.78
Subjective norm		0.80
Perceived Behavioural control		
	Chatzoglou & Vraimaki (2009)	
	Chatzoglou & Vraimaki (2009)	
	Chatzoglou & Vraimaki (2009)	
	Lin & Lee (2004)	

Table 2: Knowledge Sharing Behaviour of Students in FCIS, University of Ilorin, Nigeria

	Knowledge Sharing Behaviour	SA F (%)	A F (%)	D F(%)	SD F (%)	Mea n	Std. Dev
	Written contributions						
1	In my school, I submit relevant documents and reports to the management as the need arises.	80 (40)	96 (40)	24 (12)	-	3.28	.666
2	I make relevant suggestions to management through memos, magazines and newsletters	24 (12)	48 (24)	104 (52)	24 (12)	2.36	.845
3	I keep my colleagues updated with important information through online discussion groups.	80(40)	80 (40)	32 (16)	8(4)	3.16	.835
		Group Mean 2.93					
	Organizational Communication						
4	I express my ideas and thoughts in various students' foras and meetings.	40 (20)	128 (64)	32 (16)	-	3.04	.600
5	In my class, I reveal personal work-related failures or mistakes to help others avoid repeating same.	48 (24)	136 (68)	16 (8)	-	3.00	.544
6	I make presentations through various medium on events and happenings in the school.	56 (28)	72 (36)	56(28)	16 (8)	3.00	.927
		Group mean: 3.01					
	Personal Interactions						
7	In my class, through personal conversation, I share experiences that would help	48 (24)	128 (64)	8 (4)	16 (8)	3.00	.927

	others avoid risks and trouble						
8	In my class, I support less-experienced colleagues with time from personal schedule.	80 (46)	96 (48)	24 (12)	-	3.00	.776
9	In my class I engage in online chats with others to help them with their work related problems.	48 (24)	144 (72)	8 (4)	-	3.00	.491
Group Mean; 3.00							
Community of Practice							
10	In my school, I meet together with other association members to create innovative solutions to problems.	32 (16)	120 (60)	24 (12)	24 (12)	3.00	.851
11	In my school, I meet frequently with other association members to share success and failure stories on specific topics and areas with common interest.	32 (16)	80 (40)	80 (40)	8 (4)	3.00	.788
12	In my school, I relate with other association members through the electronic platform designed for members.	56 (28)	96 (28)	48 (24)	-	3.00	.722
Group Mean; 3.00							
Grand Mean: 2.99							

The results on Table 2 reveal a high level of knowledge sharing behaviour among students in the faculty of information and communication sciences with a grand mean of 3.0 on a 4 point scale. The results show that the mean response for the four subscales used to measure knowledge sharing behaviour has means greater than and equal to 3.0. *Written Contribution* (mean=2.93), and *Organizational Communication* (mean=3.01), *personal Interaction* (mean=3.00) while *Community of Practice* (3.00). The overall grand mean score was 2.99 which implies that the respondents demonstrated a moderately high-level knowledge sharing behaviour. Students shared knowledge amongst themselves freely through written contributions, organizational communications, personal interactions and community of practice.

Table 3: knowledge Sharing Attitudes among Students in FCIS. University of Ilorin, Kwara state

	Knowledge Sharing Attitude	SA F (%)	A F(%)	D F(%)	SD F (%)	Mea n	Std. Dev.
1	Anytime I share my knowledge with my colleagues, I feel very beneficial.	104 (52)	96 (48)	-	-	3.48	.501
2	Anytme I share my knowledge with my colleagues, I feel very good	80 (40)	104 (52)	16 (8)	-	3.32	.616
3	Anytme I share my knowledge with my colleagues, I feel very valuable.	64 (32)	136 (68)	-	-	3.32	.468
Grand Mean: 3.37							

The results on Table 3 reveal a high level of knowledge sharing attitude among students in the faculty of communication and information sciences with a grand mean of 3.37 on a 4-point scale. Students demonstrated varying attitudes towards knowledge sharing. For instance, majority of the students 200 (100%) agreed to the statement that whenever they share knowledge with their colleagues they feel beneficial. 200 (100%) agreed that sharing knowledge makes them valuable. 192 (92%) also agreed that they feel very good in sharing knowledge with their colleagues. On the whole, this result implies that students exhibited the right attitude towards knowledge sharing.

Table 4: Knowledge Sharing Intentions among Students in FCIS, University of Ilorin, Kwara state

	Knowledge Sharing Intentions	SA F (%)	A F(%)	D F(%)	SD F(%)	Mea n	Std. Dev.
1	I always plan to share knowledge with my colleague	72 (36)	112(56)	16 (8)	-	3.28	.603
2	I always make an effort to share knowledge with my colleague	80 (40)	112 (56)	8 (4)	-	3.36	.559
3	I always intend to share knowledge with my colleague, if theyask	64 (32)	128 (64)	8 (4)-	-	3.28	.532
Grand Mean: 3,31							

From Table 4 above, the results reveal a high level of knowledge sharing intention among students in FCIS with a grand mean of 3.31 on a 4-point scale. Majority 184 (92%) of the students agreed to the statement that “they plane to share knowledge with their colleague”, 176(88%) agreed to the statement that they make efforts to share knowledge with their colleague even when it is not convenient, 192 (96%) agreed that they make efforts to share knowledge with their colleagues192 (96%) also agreed to the statement “that they are willing to share knowledge with their colleagues whenever they ask”. This result implies that students have a high intention to share knowledge amongst their colleagues.

Table 5: Subjective Norm on Knowledge Sharing among Students in FCIS, University of Ilorin, Kwara State

	Subjective Norm	SA F (%)	A F(%)	D F(%)	SD F (%)	Mea n	Std. Dev.
1.	Most of my colleagues who are close to me think that I should share knowledge with them.	56 (28)	128 (64)	16 (8)	-	3.20	.567
2.	Most of my colleagues who are not close to me at times share their knowledge with me.	80 (40)	96(48)	24 (12)	-	3.28	.666
3.	Most of my colleagues whose opinions I value are always eager to share their knowledge with me.	72 (36)	104 (52)	16 (8)	8 (4)	3.20	.750
Grand mean 3.23							

The results in Table 5 show a high level of a subjective norm among the selected students in FCIS with a grand mean score of 3.23 on a 4-point scale. The subjective norm on sharing of knowledge existed among students in varying degrees. The majority of the students responded positively to statements asked. For instance, 184 (92%) agreed that most of their colleagues who are close to them expect them to share their knowledge. Again, 176 (88%) claimed that most of their colleagues close to them share their knowledge. Lastly, 176 (88%) agreed that most of their colleagues whose opinions they valued are always eager to share their knowledge with them. On the whole, this result has shown that the subjective norm for knowledge sharing among students is on the high side.

Table 6: Perceived Behavioural Control to knowledge Sharing among Students in FCIS, University of Ilorin, Kwara State

	Perceived Behavioural Control	SA F (%)	A F(%)	D F(%)	SD F (%)	Mea n	Std. Dev.
1.	I believe that there are many controls in the school, therefore, I have to share my knowledge with others	48 (24)	96 (48)	48 (24)	8 (4)	2.92	.798
2.	It is mostly up to me whether I share knowledge or not	24 (12)	152 (76)	24 (12)	-	3.00	.491
3.	If I want, I always could share knowledge	56 (28)	128 (64)	16 (8)	-	3.20	.567
Grand Mean: 3.04							

The results in Table 6 depict a high level of perceived behavioural control of knowledge sharing among the selected students in FCIS with a grand mean of 3.04 on a 4-point scale. The majority of the students, 144 (76%) believed that there are many controls in the school’s environment, which necessitates them to share knowledge. 176 (88%) agreed that it was up to them whether to share knowledge or not, depicting that sharing of knowledge cannot be enforced. In the same manner, 184 (92%) agreed that sharing knowledge is optional, therefore they can decide to share or not to share knowledge. On the whole, this result shows that the perceived behavioural control was high; however, control is higher on the part of students to share knowledge than on the part of the institution.

Hypothesis Testing

Hypothesis 1: Knowledge sharing attitudes, behavioural intentions, subjective norm and perceived behavioural control have no significant joint effect on knowledge sharing behaviour of students in FCIS, University of Ilorin, Kwara State, Nigeria.

Table 7: Regression Analysis of Knowledge Sharing Attitudes, Behavioural Intentions, Subjective Norm and Perceived Behavioural Control on Knowledge Sharing Behaviour of Students in FCIS, University of Ilorin, Kwara State

Model	DF	R	R ²	F	Sig
Regression	4	.704	.495	47.821	p<.05
Residual	195				
Total	199				

The result of regression analysis as shown in Table 7 reveals a positive and significant relationship among the four independent variables (knowledge sharing attitude, intentions, subjective norm, perceived behavioural control) and knowledge sharing behaviour of students ($R^2 = 0.495$, $F_{(4, 195)} = 47.821$, $p < .05$). The R^2 value of .50 implies that 50% of the total variance of knowledge sharing behaviour of students is accounted for by these four factors. The remaining 50% may be due to other external factors. Therefore, the null hypothesis was rejected.

Hypothesis 2 Relative Contribution of Knowledge Sharing Attitudes, Intentions, Subjective Norm and Perceived Behavioural Control on Knowledge Sharing Behaviour of Students in FCIS, University of Ilorin, Kwara State.

Table 8: Relative Contribution of Knowledge Sharing Attitudes, Intentions, Subjective Norm and Perceived Behavioural Control on Knowledge Sharing Behaviour of Students in FCIS, University of Ilorin, Kwara State

Model	R2	Beta	B	T	Sig
(Constant)				-.601	
Knowledge Sharing Attitude(KSA)	0.50	.090	.279	1.387	.167
Knowledge Sharing Intentions (KSI)	0.50	.212	.638	3.662	.000
Subjective Norm (SN)	0.50	.585	1.572	10.034	.000
Perceived Behavioural Control to knowledge sharing (PBC)	0.50	-.020	-.080	-.389	.698

Table 8 shows the relative contribution of each of the independent variables to knowledge sharing behaviour. The result shows that subjective norm ($R^2 = 0.50$, $\beta = 1.572$, $t_{(1992)} = 10.034$, $P < .05$) made the highest significant positive contribution to knowledge sharing behaviour in the study area. Therefore, the null hypothesis which stated otherwise was rejected. Also, knowledge sharing intentions ($R^2 = 0.50$, $\beta = .638$, $t_{(1992)} = 3.662$, $P < .05$) had a significant, positive influence on knowledge sharing behaviour of students, hence, the null hypothesis was rejected. Also, the results show that knowledge sharing attitude had no significant contribution to knowledge sharing behaviour of students ($R^2 = 0.50$, $\beta = .279$, $t_{(199)} = 1.3871$, $p > .05$) therefore, the stated null hypothesis was accepted. This result implies that knowledge sharing attitude made no significant contribution to knowledge sharing behaviour of students in the study area. Lastly, perceived behavioural control of students ($R^2 = 0.50$, $\beta = -.080$, $t_{(199)} = -3.89$, $P > .05$) made no significant contribution to knowledge sharing behaviour of students.

Hypothesis 1: Knowledge sharing attitudes, subjective norms and perceived behavioural control have no significant joint effect on knowledge sharing intentions of students in FCIS, University of Ilorin, Kwara State, Nigeria.

Table 9: Regression Analysis of Knowledge Sharing Attitudes, Subjective Norm and Perceived Behavioural Intentions on Knowledge Sharing Intentions of Students in FCIS, University of Ilorin, Kwara State

Model	DF	R	R ²	F	Sig	P
Regression	3	.480	.219	19.596	.000	P<.05
Residual	196					
Total	199					

Result of regression analysis as shown on Table 11 reveals a positive and significant relationship among the three independent variables (knowledge sharing attitudes, subjective norm and perceived behavioural control) and Knowledge sharing intentions of students in FCIS employees ($R^2 = 0.219$, $F_{(3, 196)} = 19.596$, $p < .05$). The R^2 value of .22 implies that 22% of the total variance of knowledge sharing intentions of students is accounted for by these three factors. The remaining 78% is due to other external factors. Therefore, the null hypothesis was rejected.

Hypothesis 3: Relative Contribution of Knowledge Sharing Attitudes, Subjective Norm and Perceived Behavioural Control on Knowledge Sharing Intentions of Students in FCIS, University of Ilorin, Kwara State

Table 10: Relative Contribution of Knowledge Sharing Attitudes, Subjective Norm and Perceived Behavioural Control on Knowledge Sharing Intentions of Students in FCIS, University of Ilorin, Kwara State

Model	R2	Beta	B	T	Sig
(Constant)				5.515	.000
Knowledge Sharing Attitude (KSA)	0.22	.468	.486	6.490	.000
Subjective Norm (SN)	0.22	-0.98	-0.81	1.260	.209
Perceived Behavioural Control to knowledge sharing (PBC)	0.22	.157	.206	2.480	.014

Table 10 shows the relative contribution of each of the independent variables to knowledge sharing intentions. The result shows that knowledge sharing attitude ($R^2=0.22, \beta=.468, t_{(199)}=6.490, P<.05$) made the highest significant positive contribution to knowledge sharing intention in the study area. Therefore, the null hypothesis which stated otherwise was rejected. Also, the results show that subjective norm had no significant contribution to knowledge sharing intentions of students ($R^2=0.22, \beta=-.090, t_{(199)}=-1.260, p>.05$) therefore, the stated null hypothesis was accepted. This result implies that subjective norm made no significant contribution to knowledge sharing intentions of students in the study area. Lastly, perceived behavioural control of students ($R^2=0.22, \beta=-.157, t_{(199)}=-2.480, P>.05$) made no significant contribution to knowledge sharing intentions of students.

Discussion of Findings

This research investigated the antecedents of knowledge sharing behaviour and intentions of students in FCIS, University of Ilorin, Kwara State, Nigeria. The findings of this study is in line with the adapted models by Ajzen (1991), theory of reasoned action and planned behaviour as explained in this paper. However, in terms of relative contribution, knowledge sharing intention and subjective norm contributed significantly to knowledge sharing behaviour; while attitude and perceived behavioural control did not contribute significantly to knowledge sharing behaviour of students. On the other hand, knowledge sharing attitude contributed significantly to knowledge sharing intention, while subjective norm and perceived behavioural control made no significant contribution. Given this, the findings of this study are discussed in line with the objectives stated earlier and extant literature.

The first research objective was to ascertain the level of knowledge sharing behaviour of students in FCIS, University of Ilorin, Kwara state. Findings revealed that students exhibited a high level of knowledge sharing behaviour with a mean score of (2.99). This could probably be due to the continuous need to share knowledge in different areas of their academics. Student exhibited knowledge sharing behaviour in the following sequence: Organizational communication (3.01) Community of practice (3.00), personal interaction (3.00) and written contributions (2.93). This result is in line with Opeke & Opele (2012) in their study on knowledge sharing behaviour of post-graduate students in Oba-Femi Awolowo University, Ile-Ife. In this study, out of the four dimensions of KSB, written contribution had the least mean score of (2.93). This finding show that written contribution was the least means of sharing knowledge by students.

The second objective was to ascertain the level of knowledge sharing attitude among students in FCIS, University of Ilorin. Findings revealed a high level of knowledge sharing attitude among students with a mean score of 3.08 on a 4-point scale. This finding revealed that knowledge sharing attitude of students was positive due to the need to share knowledge continually among their colleagues and lecturers. This supports Bock and Kim, (2005) who opined that attitude can determine the extent of knowledge shared.

The third objective was to determine the level of knowledge sharing intentions among students in FCIS, University of Ilorin. Findings revealed a high level of knowledge sharing intentions among students with a grand mean score of 3.22. Attitude precedes intention, therefore a positive attitude as shown in this study has led to positive intention to share knowledge in the study area. This finding is in line with Tohidinia & Mosakhani, (2010) who found a significant relationship between attitude and intention to share.

In addition, the fourth objective was to determine the extent students exhibited perceived behavioural control in knowledge sharing. The finding showed a high level of perceived behavioural control in knowledge sharing with a grand mean score of 3.1. This is an indication that students in the surveyed area were able to exercise their control in sharing knowledge as supposed. This finding supports Hung, Lai & Chou, (2010), who pinpointed that a person's perceived behavioural control can influence a person's intention to share. Therefore, a high perceived behavioural control has led to high intention to share as revealed among students in the study locale.

Furthermore, this study ascertained the joint influence of knowledge sharing attitude, intention, subjective norm and perceived behavioural control on knowledge sharing behaviour. The findings revealed a significant relationship in which the four variables jointly accounted for 50% of the total variance of knowledge sharing behaviour. However, in terms of the relative effect of the independent variables, the findings showed that knowledge sharing intention and subjective norm significantly influenced knowledge sharing behaviour. This is in line with the findings of (Teh and Yong 2011; Tohidinia & Mosakhani, 2010). These findings suggest that the subjective norm encourages sharing, hence, an improvement in the knowledge sharing behaviour of students in the study locale. However, contrary to previous studies such as (Ryu, Ho, & Han, 2003; Teh & Yong, 2011), this study found that knowledge sharing attitude did not contribute significantly to knowledge sharing behaviour. This shows that attitude is a function of an individual's belief, therefore, if affected it may impact negatively on knowledge sharing behaviour. In the same manner, perceived behavioural control did not contribute significantly to knowledge sharing behaviour. This is based on the fact

that students' intention to share knowledge may a times not lead to the actual sharing due to a low PBC, thereby affecting knowledge sharing behaviour of students.

In the same vein, this study ascertained the joint influence of knowledge sharing attitude, subjective norm and perceived behavioural control on knowledge sharing the intention of students in the study area. The findings revealed a significant relationship in which the three variables jointly accounted for 22% of the total variance of knowledge sharing intention. However, in terms of the relative contribution of the independent variables, the findings revealed that knowledge sharing attitude significantly influenced knowledge sharing intention while subjective norm and perceived behavioural control do not significantly influence knowledge sharing intention. The finding which revealed that knowledge sharing attitude contributed significantly to knowledge sharing intentions conforms to past studies (Ajzen, 1991; Nam & Van, n.d.). On the other hand, the finding which revealed that subjective norm and perceived behavioural control do not contribute significantly to knowledge sharing intention runs contrary to past studies (Bock & Kim, 2005; Nam& Van, n.d.)

Conclusion

In conclusion, this study provides empirical evidence that knowledge sharing intentions and, subjective norms contributed significantly to knowledge sharing behaviour of students in the University of Ilorin, a case study of FCIS. On the contrary, knowledge sharing attitude and perceived behavioural control made no significant contribution to knowledge sharing behaviour; therefore, showing the need for proper re-orientation to improve knowledge sharing behaviour of students in the study locale. Also, knowledge sharing attitude significantly contributed to knowledge sharing intention, which conforms to past findings in the literature; while subjective norm and perceived behavioural control made no significant contribution.

Recommendations

Based on the findings, the study recommends that: the university management should ensure that students inculcate a positive attitude and a strong perceived behavioural control in sharing. This would be achieved by promoting a sharing culture among students in institutions of learning. Efforts should be made to sustain knowledge sharing intentions, subjective norms, and perceived behavioural control to improve the knowledge sharing behaviour of students.

References

Ajzen, I. (1985). From Intentions to Actions: A Theory of Planned Behavior. In Kuhl,

- J., & Beckmann, J. *Action Control: From cognition to behavior*. Springer. 11–39.
- Ajzen, I. (1991). The theory of planned behaviour. *Organisational Behaviour and Human Decision Processes*, 50: 179-211.
- Bock, G. W., & Kim, Y. G. (2002). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resource Management Journal*, 15(2), 14-21.
- Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioral intention formation in knowledge sharing: examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. *MIS Quarterly*, 29(1), 87- 111.
- Chatzoglou, P.D. & Vraimaki, E. (2009). Knowledge-sharing behaviour of bank employees in Greece. *Business Process Management*, 15(2), 245-266. doi: 10.1108/14637150910949470
- Fishbein, M. (1967). Attitude and the prediction of behavior. In M. Fishbein (Ed.), *Readings in Attitude Theory and Measurement*. New York: Wiley. (pp. 477-492
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior : An Introduction to theory and research*. Reading, Mass. Don Mills, Ontario: Addison-Wesley Pub. Co.
- Lin, H.F. & Lee, G.G. (2004). Perceptions of senior managers toward knowledge-sharing behaviour. *Management Decision*, 42(1), 108-125. doi: 10.1108/00251740410510181
- Majid, S. and Wey, S.M. (2009). Perceptions and knowledge sharing practices of graduate students in Singapore. *International Journal of Knowledge Management*, 5 (2), 21–32.
- Olapegba, P. O., Balogun, G. A. & Idemudia, S. E. (2013). Examining the influence of personality factors on knowledge sharing intentions among employees of selected banks. *Journal of Psychology*, 4(1), 33-38.
- Opeke, R. O & Opele, J. K. (2014). Assessment of knowledge sharing behaviour of postgraduate students in selected Nigerian Universities. *Information and Knowledge Management*, 4(11), 102-106.
- Ryu, S, Ho, S. H & Han, I. (2003). Knowledge sharing behavior of physicians in hospitals. *Expert Systems with Applications*, 25(1), 113-122.

- Sheppard, B. H. Hartwick, J. Warshaw, P. R. (1988). The theory of reasoned action: A meta analysis of past research with recommendations for modifications and future research. Journal of Consumer Research. 15(3): 325–343. [JSTOR 2489467](#).*
- Tohidinia, Z. & Mosakhani, M. (2010). 'Knowledge sharing behavior and Its predictors' *Industrial Management & Data Systems, 110(4)*, 611-631.
- Yi, J. (2009). A measure of knowledge sharing behaviour: Scale development and validation. *Knowledge Management Research and Practice, 7*, 65-81.