

**INTRAPERSONAL AND INTERPERSONAL
BEHAVIOUR TOWARDS INTENTION AND
KNOWLEDGE SHARING BEHAVIOUR AMONG
NON-ACADEMIC EMPLOYEES OF HIGHER
LEARNING INSTITUTIONS IN INDONESIA**

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UNIVERSITI SAINS MALAYSIA

2025

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AMONG NON-ACADEMIC EMPLOYEES OF
HIGHER LEARNING INSTITUTIONS IN
INDONESIA**

by

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**Thesis submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

May 2025

ACKNOWLEDGEMENT

First of all, I would like to express my heartfelt gratitude to the most incredible main supervisor, Prof. Dr. Salmi Mohd Isa for all her support and guidance throughout the journey of my Ph.D. Without her patience, guidance, and support, it would have been impossible for me to complete my thesis. The same sincere gratitude goes to the most understanding co-supervisor, Prof. Dr. Zakarias Situmorang, MT. (Universitas Katolik Santo Thomas, Indonesia). His continuous support is always encouraged and inspired me to aim higher, even when I doubted myself. I am also deeply grateful to my internal examiners Assoc. Prof. Dr. Goh Yen Nee and Assoc. Prof. Dr. Ellisha Nasruddin for their constructive insights and feedback in improving my work during the conceptual, proposal defense, and finding defense.

Next, I sincerely thank Assoc. Prof. Tan Cheng Ling, DBA and Dr. Zurina binti Abdul Hamid (Timbalan Setiausaha-Perkhidmatan Suruhanjaja Perkhidmatan Awam), as well as Prof. Dr. Herman Mawengkang (Universitas Sumatra Utara, Indonesia) for their good intention in reviewing my survey form. Their positive attitude, profound knowledge, and years of experience offered me the perfect guidance that I needed to complete my research.

Last but most important, I would like to praise Almighty God that has been showering myself with such a wonderful life, filled with love, and support from my husband and our only son. Their empathy and support helped me throughout the research stages. And also, to the rest of important people in my life that I cannot mention one by one here. Once again, I am extremely grateful for all of the support.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
ABSTRAK	xii
ABSTRACT	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of Study	1
1.2.1 Knowledge Sharing Behaviour Issue	2
1.2.2 Intention to Knowledge-Sharing Behaviour Among Non-academic Employees of Higher Learning Institutions	3
1.2.3 Intention to Knowledge Sharing Behaviour Among Non-academic Employees of Higher Learning Institutions in Indonesia.....	5
1.3 Research Problem and Research Gaps.....	13
1.3.1 Research Problem	13
1.3.2 Research Gaps.....	15
1.4 Research Objectives	18
1.5 Research Questions	19
1.6 Significance of Study	20
1.6.1 Theoretical Contributions	21
1.6.2 Managerial Contributions	22
1.7 Definition of Key Terms	24
1.8 Thesis Organisation	26
1.9 Chapter Summary	27
CHAPTER 2 LITERATURE REVIEW	29
2.1 Introduction	29
2.2 Development of Knowledge Sharing Behaviour	29
2.2.1 Knowledge	29

2.2.2	Knowledge Sharing.....	30
2.2.3	Knowledge Sharing Behaviour	33
2.2.4	Intention to Knowledge Sharing Behaviour.....	35
2.3	Personal Knowledge Sharing Behaviour	38
2.3.1	Intrapersonal Knowledge Sharing Behaviour	38
2.3.1(a)	Attachment Style	39
2.3.2	Interpersonal Knowledge Sharing Behaviour	42
2.3.2(a)	Scale of Interpersonal Behaviour	44
2.4	Underpinning Theory	46
2.4.1	The Extended Theory of Planned Behaviour	50
2.4.1(a)	Attitude.....	54
2.4.1(b)	Subjective Norms.....	55
2.4.1(c)	Perceived Behaviour Control	56
2.4.1(d)	Altruism	57
2.4.1(e)	Trust	58
2.5	Hypotheses Development.....	60
2.5.1	Antecedent: Intrapersonal Behaviour & Interpersonal Behaviour ..	61
2.5.2	Trust to Moderate Attitude and Intention to Knowledge Sharing Behaviour	65
2.5.3	Behavioural Intention Influence Intention to Knowledge Sharing Behaviour	66
2.5.4	The Outcome of Knowledge Sharing Behaviour	71
2.6	Research Framework	72
2.7	Summary	72
	CHAPTER 3 METHODOLOGY	74
3.1	Introduction	74
3.2	Research Philosophy	74
3.3	Research Design	76
3.3.1	Research Approach	76
3.3.2	Research Method	77
3.3.3	Research Strategy	78
3.4	Sampling Design	82

3.4.1	Target Population	82
3.4.2	Unit of Analysis	83
3.4.3	Sample Size Determination	83
3.4.3(a)	Sample Size Determination for Online Survey	83
3.4.3(b)	Sample Size Determination for FGD	86
3.4.4	Data Collection	87
3.4.4(a)	Data Collection for Online Survey	87
3.4.4(b)	Data Collection for FGD	89
3.4.5	Sampling Technique	90
3.4.6	Questionnaire Development	92
3.4.6(a)	Demographic Information	95
3.4.6(b)	Section One: Intrapersonal Behaviour	95
3.4.6(b)(i)	Secure Attachment Style	95
3.4.6(b)(ii)	Insecure Attachment Style	96
3.4.6(c)	Section Two: Interpersonal Behaviour	97
3.4.6(c)(i)	Negative Assertion	97
3.4.6(c)(ii)	Personal Limitation	98
3.4.6(c)(iii)	Initiating Assertiveness	99
3.4.6(c)(iv)	Positive Assertion	99
3.4.6(d)	Section Three: Behavioural Intention	101
3.4.6(d)(i)	Attitude	101
3.4.6(d)(ii)	Subjective Norm	102
3.4.6(d)(iii)	Perceived Behavioural Control	102
3.4.6(d)(iv)	Altruism	103
3.4.6(e)	Section Four: Intention to KSB	105
3.4.6(f)	Section Five: Trust	106
3.4.6(g)	Section Six: Knowledge Sharing Behaviour	107
3.5	Pretest Questionnaire	108
3.6	Data Analysis Technique: PLS-SEM	109
3.6.1	Measurement Model Assessment	111
3.6.2	Structural Model Assessment	112
3.7	Focus Group Discussion	116

3.7.1	Planning and Research Strategy	118
3.7.2	Invitation Distribution	122
3.7.3	Data Transcription	123
3.7.4	Data Analysing Procedures	125
3.8	Summary	128
CHAPTER 4 RESULTS		129
4.1	Introduction	129
4.2	Quantitative Data Analysis – Online-surveys	129
4.2.1	Survey Distribution	129
4.2.2	Response Rate and Missing Value	132
4.2.3	Data Assumption	133
4.2.4	Common Method Bias	134
4.2.5	Descriptive Analysis	136
4.2.5(a)	Demographic Profile	136
4.2.5(b)	Mean and Standard Deviation	138
4.2.6	Internal Reliability Assessment	139
4.2.7	Measurement Model Assessment	141
4.2.7(a)	Construct Reliability and Validity	141
4.2.7(b)	Discriminant Validity	143
4.2.7(c)	Goodness of Model Fit Assessment	144
4.2.8	Structural Model Assessment	145
4.2.8(a)	Collinearity Assessment	146
4.2.8(b)	Significant of Path Coefficient Assessment	147
4.2.8(c)	Structural Model's Explanatory Power Assessment	148
4.2.9	Importance and Performance Matrix Analysis (IPMA)	151
4.2.10	Summary of Hypotheses Testing Results	152
4.3	Qualitative Data Analysis – Focus Group Discussion	154
4.3.1	Respond Rate for FGD Invitation	154
4.3.2	Content Qualitative Data Transcription	155
4.3.3	Thematic Data Analysis	155
4.3.3(a)	Data Reduction	159
4.3.3(b)	Data Display	164

4.3.3(c) Drawing Conclusion	165
4.3.4 Summary of Thematic Data Analysis	166
4.4 Summary of the Chapter	167
CHAPTER 5 DISCUSSION AND CONCLUSION.....	170
5.1 Introduction	170
5.2 Discussion of the Study	170
5.3 Discussion of the Results	173
5.4 Recapitulation of the Study.....	176
5.4.1 Research Objective 1	177
5.4.2 Research Objective 2	178
5.4.3 Research Objective 3	180
5.4.4 Research Objective 4	182
5.4.5 Research Objective 5	183
5.4.6 Research Objective 6	185
5.4.7 Research Objective 7	186
5.4.8 Research Objective 8	187
5.5 Implication and Future Study	188
5.5.1 Theoretical Implications of the Study	187
5.5.2 Managerial Implications of the study	194
5.5.3 Limitations and Suggestions for Future Study	197
5.6 Summary	199
REFERENCES	200
APPENDICES	

LIST OF TABLES

	Page
Table 1.1 Number of HLI Distribution in Indonesia (2022)	8
Table 2.1 Empirical Study of Intention to KSB.....	37
Table 2.2 Empirical Study of IKSB & KSB	48
Table 2.3 Hypotheses Summary.	73
Table 3.1 Sample Size Determination	85
Table 3.2 Targeted Population and Sample Size Determination for Online Surveys	88
Table 3.3 Distribution of Data Collection	89
Table 3.4 Sample Size Determination for Focus Group Discussion.....	90
Table 3.5 Contents of Questionnaire.....	93
Table 3.6 Section One of Questionnaire.	97
Table 3.7 Section Two of Questionnaire.....	100
Table 3.8 Section Three of Questionnaire.....	104
Table 3.9 Section Four of Questionnaire	106
Table 3.10 Section Five of Questionnaire	106
Table 3.11 Section Six of Questionnaire	108
Table 3.12 Open-ended Question - FGD	119
Table 3.13 Focus Group Discussion Member.....	122
Table 4.1 Data Distribution.....	130
Table 4.2 Data Collection from Online-survey.....	132
Table 4.3 Response Rate from Online-survey	132
Table 4.4 Mardia's Multivariate Skewness and Kurtosis Calculation.....	133
Table 4.5 Importance Performance Map.....	134
Table 4.6 Result of Harman's Single-factor Test.....	134
Table 4.7 Common Method Variance Testing Using Marker Variable	138
Table 4.8 Demographics Profile of Respondents (N=405)	139
Table 4.9 Mean and Standard Deviation	140
Table 4.10 Cronbach's Alpha Value.....	140
Table 4.11 Reliability Statistics for the Variables	142
Table 4.12 Result of Adequate Construct Reliability and Validity	144

Table 4.13	Result of Discriminant Validity (HTMT Ratio)	144
Table 4.14	Model Fit Summary	146
Table 4.15	Results of Hypotheses Testing (Direct Paths).....	148
Table 4.16	Coefficient of Determination Values (R^2)	149
Table 4.17	Effect Size (f^2) of the Latent Construct.....	150
Table 4.18	Results of Importance Performance	151
Table 4.19	Summary of Hypotheses Testing Results	153
Table 4.20	Response Rate - FGD.....	154
Table 4.21	Content Qualitative Data Transcription	155
Table 4.22	Initial Code Display	156
Table 4.23	Theme Review and Define.....	157
Table 4.24	Thematic Data Analysis	158
Table 4.25	Data Reduction.....	160
Table 4.26	Data Display.....	165
Table 4.27	Threshold of Influence Towards IKSB.....	165
Table 4.28	Influencing Factor to IKSB.....	166
Table 4.29	The Triangulation Findings.....	157
Table 5.1	Discussion of the Result.....	173

LIST OF FIGURES

	Page
Figure 1.1 Development and Growth of HLI In Indonesia	6
Figure 2.1 The Theory of Reasoned Action	52
Figure 2.2 The Theory of Planned Behaviour	53
Figure 2.3 The Extended to Theory of Planned Behaviour	54
Figure 2.4 Research Framework	72
Figure 3.1 Triangulation Research Strategy.....	79
Figure 3.2 Two Stages of Assessment Stages in PLS-SEM	111
Figure 4.1 R^2 Value and Path Coefficient without Marker Variable	135
Figure 4.2 R^2 Value and Path Coefficient with Marker Variable.....	136
Figure 4.3 Importance Performance Map	152
Figure 4.4 Influencing Factor to IKSB	167
Figure 5.1 Research Objective Mapping.....	175
Figure 5.2 Personal Behaviour as Antecedent	192
Figure 5.3 Trust as the Moderator.....	193
Figure 5.4 Altruism as the Extended Component to Behavioural Intention...	193

LIST OF ABBREVIATIONS

AI	Artificial Intelligence
EI	Emotional Intelligence
ETPB	The Extended Theory of Planned Behaviour
HLI	Higher Learning Institutions
ICT	Information and Communication Technology
IKSB	Intention to Knowledge Sharing Behaviour
IR 4.0	The Fourth Industrial Revolution
KM	Knowledge Management
KMS	Knowledge Management System
KS	Knowledge Sharing
KSB	Knowledge Sharing Behaviour
LMA	Laban Movement Analysis
PBC	Perceived Behavioural Control
PLS	Partial Least Square
SEM	Structural Equation Model
SIB	Scale for Interpersonal Behaviour
SN	Subjective Norms
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action

**TINGKAH LAKU INTRAPERSONAL DAN INTERPERSONAL
TERHADAP NIAT DAN TINGKAH LAKU PERKONGSIAN
PENGETAHUAN DALAM KALANGAN PEKERJA BUKAN AKADEMIK
DI INSTITUSI PENGAJIAN TINGGI DI INDONESIA**

ABSTRAK

Kajian ini mengenal pasti tingkah laku peribadi sebagai anteseden kepada niat tingkah laku ke arah Niat Tingkah Laku Berkongsi Pengetahuan dalam kalangan pekerja bukan akademik di Institusi Pengajian Tinggi di Indonesia. Walaupun banyak kajian sebelum ini telah dilakukan, pengurusan dan pembangunan dalam kalangan pekerja bukan akademik di institusi pengajian tinggi terutamanya berkenaan Tingkah Laku Berkongsi Pengetahuan, lazimnya kurang mendapat perhatian. Dalam era berorientasikan pengetahuan, institusi pengajian tinggi seperti organisasi lain yang dikelola oleh manusia perlu mengenal pasti tingkah laku peribadi pekerja bukan akademik dengan teliti oleh sebab tingkah laku untuk tidak berkongsi pengetahuan dalam kalangan mereka masih wujud dan berterusan. Keberkesanan dan kecekapan niat Tingkah Laku Berkongsi Pengetahuan dalam kalangan pekerja tersebut telah menjadi salah satu kunci utama untuk mencapai kelebihan bersaing dalam persekitaran penciptaan pengetahuan. Berdasarkan Teori Tingkah Laku Terancang, kajian ini menggunakan pendekatan kaedah kuantitatif dengan soal selidik yang diadaptasi dan diambil daripada kajian-kajian sebelumnya untuk menghasilkan niat Tingkah Laku Berkongsi Pengetahuan yang paling hampir atau dekat. Khususnya, tinjauan soal selidik yang ditadbir sendiri, yang melibatkan 405 responden, telah dijalankan di kedua-dua Institusi Pengajian Tinggi awam dan

swasta. Penggunaan teknik persampelan kebarangkalian dengan Dataran Separa Terkecil sebagai Pemodelan Persamaan Struktural dapat memudahkan analisis data dan ujian hipotesis. Perbincangan Kumpulan Fokus diadakan untuk menyokong dan menekankan penemuan survei dalam talian. Tujuan utama kajian ini adalah untuk memeriksa Niat Tingkah Laku Berkongsi Pengetahuan dalam kalangan pekerja bukan akademik Institusi Pengajian Tinggi. Penemuan kajian ini menawarkan sumbangan teori untuk mengenal pasti kapasiti individu berkenaan dengan tingkah laku peribadi, kepercayaan, dan altruisme yang memberikan pengaruh positif ke atas Tingkah Laku Berkongsi Pengetahuan, serta sumbangan pengurusan praktikal dengan mengenal pasti Tingkah Laku Berkongsi Pengetahuan dalam kalangan kumpulan tersebut untuk meningkatkan kualiti modal manusia Institusi Pengajian Tinggi di Indonesia.

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ABSTRACT

In this knowledge era, personal behavioural perspectives, such as intention to knowledge-sharing behaviour (IKSB), should be explored within the context of knowledge-creation environment like higher learning institutions (HLIs) by considering the persistence of the behaviour of not sharing knowledge among non-academic employees. One of the key contributing factors of added competitive advantage lies in the effectiveness and efficiency of IKSB. Prior studies empirically demonstrated the lack of attention in IKSB among non-academic employees, as compared to that of academic employees. Thus, focusing on HLIs in Indonesia, the current study assessed IKSB among non-academic employees with respect to the extended to theory of planned behaviour (ETPB), which was extended with the inclusion of altruism (as a key component of behavioural intention) and trust (as a moderator in the relationship between attitude and IKSB). In particular, a self-administered questionnaire survey, which involved 405 respondents, was conducted in both public and private HLIs. This study also conducted a focus group discussion (FGD) session based on the quantitative results for triangulation purpose. Based on the obtained results, only perceived behavioural control and altruism significantly influenced IKSB. However, attitude and subjective norms demonstrated otherwise. Additionally, personal behaviour insignificantly

influenced perceived behavioural control despite its significant influence on attitude. Similarly, trust exhibited insignificant moderating effect on the relationship between attitude and IKSB. Lastly, IKSB significantly influenced the actual knowledge sharing behaviour (KSB). The findings of this study on the influence of individual capacities in regards to personal behaviours, altruism, and trust on IKSB among non-academic employees of HLIs, particularly in Indonesia, presented significant theoretical and practical contributions. Apart from contributing to the improvement in the quality of human capital within the Indonesian context of HLI, the valuable insights presented in this study would benefit policymakers in the cultivation of IKSB among non-academic employees. Policy implications and recommendations for future research were discussed accordingly.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces the significant role of knowledge in this knowledge era within the context of higher learning institutions (HLIs) and current issues pertaining to intention of knowledge-sharing behaviour (IKSB), particularly among the non-academic employees of HLIs globally and in Indonesia. This chapter also highlights the current issue of low learning outcomes in HLIs that undermine the future competitiveness of Indonesia. In addition, this chapter discusses the research gaps in relation to Indonesia's growth performance, prosperity, and competitiveness as a nation. Besides that, this chapter presents the research objectives and research questions of the current study. The significance and contributions of this study are also described. Finally, thesis organisation is presented. A chapter summary is provided at the end of this chapter.

1.2 Background of Study

In this knowledge era, the antecedents and descendants of intention of knowledge-sharing behaviour (IKSB) to gain competitive advantage have gained growing research interest, particularly of those in the domains of business and management. The rapid digitalisation and globalisation have eliminated both time and distance limitations, and substantially improved the adaptability and overall efficiency and effectiveness of work and its performance (Cascio and Montealegre, 2016). Evidently, such circumstance has created a more systematic zero-error working environment (Robert, Salamzadeh, and Rahim, 2021). In this case, it drives the

focus on task execution instead, which mainly involves the application and sharing of knowledge gained for more innovative and creative work within a knowledge-based organisation (Cascio and Montealegre, 2016), such as the HLI.

Therefore, the transformed role of higher learning institution (HLI) as a knowledge-creation environment (Fullwood et al., 2013) is inevitable. This has shifted the role of HLIs from being the knowledge focal point to a key driver towards the growth performance, prosperity, and competitiveness of a nation (UNAI, 2022). In other words, single knowledge ownership is no longer sufficient today. The sustainability of HLIs, as part of knowledge-based organisations, is highly associated with the significant need to become more knowledge-intensive through high-performance practice or in other words, knowledge sharing (KS) (Christensen, 2007).

Accordingly, KS denotes the capacity to disseminate knowledge by promoting the exchange of knowledge (Lužar and Zoran, 2020), which has become the most important critical component. Knowledge-based organisations, such as HLIs, require their employees to be highly creative, resourceful, and knowledgeable, and most importantly, willing to share and combine knowledge. Therefore, all employees within the HLI environment must be able to practise KS for the sustainability and growth of the organisations (Balogun, 2018).

1.2.1 Knowledge Sharing Behaviour Issue

Knowledge is the key component to attaining competitive advantage in today's environment, making it increasingly complex for numerous knowledge-based organisations to gain and sustain their competitive advantage (Matošková, Bartók,

and Tomancová, 2020; Wright, Dunford, and Snell, 2001). Practising knowledge-sharing activities involves personal influence from and towards employees (Matošková et al., 2020). In other words, knowledge sharing (KS) is viewed as a form of behaviour, instead of a form of activity. Accordingly, behaviour denotes one's extent of performing specific actions that are measured by intention (Hosen, Chong, and Lau, 2020).

A recent review of literature has viewed KS as one's actions that are voluntarily performed (Hosen et al., 2020). Basically, it requires spontaneity, initiative, and willingness to perform (Jacobs and Roodt, 2007; Matošková et al., 2020). Despite its voluntary nature, KS goes above and beyond behaviour (Desouza, 2003). Ryu, Seewon, Ho, and Han (2003) described KS as an activity performed by human operator. Therefore, individual behavioural issues influence the decision to share knowledge or not (Mohamed and Abdalla, 2020).

In view of the above, it can be posited that KS is a form of behaviour despite the implementation of numerous KS activities within organisations, as practising such activity involves a specific action and can only be identified by behavioural intention or specifically known as intention to knowledge sharing behaviour (IKSB).

1.2.2 Intention of Knowledge-Sharing Behaviour Among Non-academic Employees of Higher Learning Institutions

Knowledge sharing (KS) is only performed when one acquires the intention to perform the said behaviour. As knowledge is created, systemised, and applied in HLIs, these institutions represent a knowledge-creation environment (Fullwood et

al., 2013). Members of higher learning institutions (HLIs) consist of employees (academic employees and non-academic employees) and end-users like students. As both academic and non-academic employees of HLIs carry out the task of sharing knowledge, considering how KS can affect the image of the institutions, they must be holistically prepared, ready, and willing to disseminate knowledge sufficiently among them and towards the institutions and the global community (Adamseged and Yong, 2018).

Both academic and non-academic employees of HLIs play equally important roles in ensuring happiness, welfare, and peaceful life (Gbollie and David, 2014). The main concerns of academic employees lie in the identification and transmission of intellectual resources and the engagement of students in the active learning process through inspiration, motivation, and achievement (Abdullah and Selamat, 2007). With the prevalence of information and communication technology (ICT) over most of the repetitive tasks, such as artificial intelligence (AI), it is deemed inevitable and expected that HLIs shift the roles of non-academic employees from performing daily repetitive administration tasks to performing knowledge-based administration. This scenario clearly reflects the significance of knowledge as the key component of efficient workflow of units, seeking cooperation, establishing mutual trust, giving solutions to daily job-related problems, providing consultation, and other professional activities.

Rahman, Osmangani, & Daud's (2016) research has revealed that attitudes and subjective norms significantly and positively influence the knowledge sharing behavior of non-academic employees, with the intention to share knowledge also playing a substantial role in mediating between attitudes and subjective norms. In

line with that, Oladipupo and AbdulRahman (2018) proved that knowledge sharing behavior (KSB) among non-academic HLI employees is positively related to attitudes, subjective norms, and perceived behavioral control. Therefore, more research on the intention to knowledge sharing behaviour (IKSB) among non-academic HLI employees needs to be studied further to justify empirical studies related to the intention to share knowledge among non-academic HLI employees, especially in Indonesia with various related issues that associated to the gap between the world of higher education and economic development in Indonesia itself (Roach, 2019).

1.2.3 Intention of Knowledge Sharing Behaviour Among Non-academic Employees of Higher Learning Institutions in Indonesia

It is pivotal to address the significant need for intention to knowledge sharing behaviour (IKSB) for the sustainable development and growth of knowledge-creation environment, especially in developing countries like Indonesia. Furthermore, the extent of promoting knowledge sharing behaviour across higher learning institutions (HLIs) in Indonesia varies. Despite the continuous efforts of promoting this behaviour by Indonesia's government, the main target has yet to be achieved.

In current situation, the struggle to compete with major competitors is unlikely due to the lack of monetary resources but more of the inability to manage, accumulate, and translate the gained knowledge into creative, innovative, and meaningful products and services (Farroq, 2018). The systematic review of Castaneda & Cuella (2020) have revealed that innovation is among the most

important organisational capacities to obtain and maintain competitive advantage. The study showed that the connectivity between knowledge sharing and innovation continues to grow from 1973 to 2017. Workplace thriving can provide a new angle in explaining the relationship between knowledge sharing with employees' innovative at workplace (Wang, 2025). Therefore, the intention to knowledge sharing behaviour has become the focal construct of this study.

As shown in Figure 1.1, the fluctuating number of HLIs over the years is evident. Overall, the number of HLIs increased from 2012 to 2022, but abruptly reduced in 2015, 2020, and 2021. This trend has shown that several HLIs were closed down at some point, but several other new HLIs commenced the following years. Evidently, this phenomenon is worth exploring.

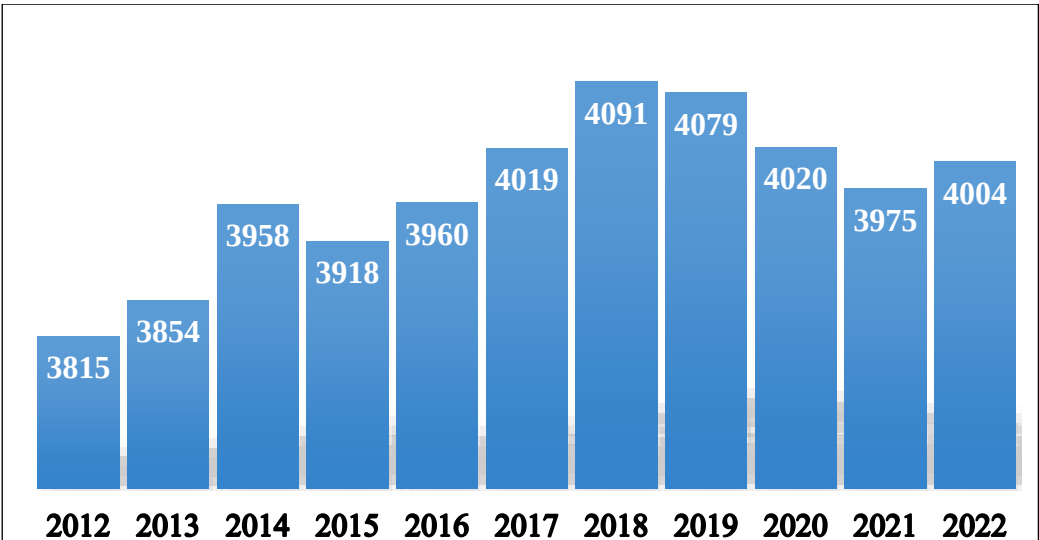


Figure 1.1 Development and Growth of HLI in Indonesia
(Source: Indonesia Central Statistic Agency, 2022)

Table 1.1 presents the distribution of HLIs in Indonesia for the year of 2022. However, data on non-academic employees are not available, which may be attributed to the definition of civitas academic stated in the Republic Indonesia No.

12 statute issued in 2012 Higher Education - the literary society consists of academic employees and students only. Based on this particular definition, this results in the absence of acknowledgement on non-academic employees. However, an empirical study from the University of Lambung Mangkurat in 2022 formulated an ideal comparison ratio number of students and non-academic employees—the ratio of 313:16 or 20:1. Considering that, there may be about 451,642 non-academic employees of HLIs in Indonesia for the year of 2022, which have been overlooked despite their potential contributions to achieve the needed success of HLIs.

Table 1.1 - Distribution of Higher Learning Institutions in Indonesia for the year of 2022

No.	Province	Ministry of Higher Education, Culture, Research and Technology						Ministry of Religion					
		HLI		Academic Employee		Students		HLI		Academic Employee		Students	
		Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
1.	Aceh	7	89	3,808	3,310	81,214	63,902	5	35	2,615	3,400	35,611	16,651
2.	North Sumatera	3	211	3,003	12,039	83,159	299,200	3	43	916	2,088	54,923	33,597
3.	West Sumatera	5	87	3,776	3,986	90,135	92,304	3	24	843	1,405	42,985	7,208
4.	Riau	2	81	1,545	3,437	38,618	104,411	2	28	1,031	1,869	31,962	16,934
5.	Jambi	1	40	1,133	1,537	36,330	34,801	2	18	466	1,118	21,765	15,904
6.	South Sumatera	2	102	1,982	4,595	48,606	92,127	1	25	325	921	24,867	11,564
7.	Bengkulu	2	15	925	1,176	25,258	23,760	2	6	471	584	16,722	1,585
8.	Lampung	3	71	2,286	3,247	53,002	71,375	2	34	676	1,775	47,641	21,055
9.	Bangka Belitung	2	14	349	420	7,136	7,266	1	-	136	136	4,945	-
10.	Riau Island	2	32	516	1,530	15,850	32,657	1	14	96	436	1,585	5,207
11.	Jakarta	4	272	4,207	25,255	104,251	597,115	-	33	-	810	-	22,320
12.	West Java	12	376	8,832	25,968	196,690	663,307	2	155	1,296	5,644	59,728	96,114
13.	Central Java	9	241	6,868	24,733	200,264	424,727	6	51	2,142	3,897	101,022	40,857
14.	Yogyakarta	5	104	5,131	8,340	122,564	279,299	1	17	713	1,180	26,863	15,355
15.	East Java	17	324	11,656	22,831	335,841	553,920	7	163	3,089	8,654	136,599	134,987
16.	Banten	2	111	1,560	8,909	1,154,332	28,657	2	33	2,102	3,021	56,530	17,658
17.	Bali	4	56	3,131	3,886	58,588	89,156	-	4	-	70	-	773
18.	West Nusa Tenggara	1	54	1,350	3,795	36,895	75,917	1	28	482	1,541	14,114	17,791
19.	East Nusa Tenggara	4	61	1,706	3,106	54,192	72,293	-	3	-	47	-	821
20.	West Kalimantan	4	46	1,634	1,670	50,497	40,597	1	10	176	454	11,188	4,257
21.	Central Kalimantan	1	23	882	891	21,175	16,065	1	6	186	290	6,055	1,644
22.	South Kalimantan	3	46	1,570	2,506	39,759	53,641	1	15	361	891	13,906	11,569
23.	East Kalimantan	5	49	2,123	2,301	44,714	51,377	1	11	507	787	8,730	3,397

24.	North Kalimantan	2	8	383	293	9,260	4,494	-	3	-	23	-	439
25.	North Sulawesi	4	47	2,598	1,883	68,158	36,970	1	4	145	292	3,722	731
26.	Central Sulawesi	1	36	1,459	1,822	48,484	42,347	1	6	252	449	9,196	3,975
27.	South Sulawesi	5	187	3,703	10,842	98,490	241,683	4	29	1,382	2,508	62,491	20,279
28.	Southeast Sulawesi	2	51	1,956	2,104	65,283	43,520	1	11	213	456	7,441	4,447
29.	Gorontalo	1	11	945	921	28,850	21,781	1	-	244	-	7,203	-
30.	West Sulawesi	1	19	572	960	15,109	15,545	1	8	79	387	2,616	2,286
31.	Maluku	3	30	1,578	1,255	39,878	26,315	1	5	185	292	5,080	1,743
32.	North Maluku	1	18	726	1,233	18,038	22,636	1	5	141	261	3,353	2,606
33.	West Papua	2	20	605	1,278	12,640	27,322	1	3	60	91	1,701	290
34.	Papua	3	53	1,113	1,754	76,568	44,867	1	4	106	166	1,356	570
	INDONESIA	125	2 985	85,612	183,713	3,379,828	4 495,453	58	836	21,439	46,190	821,900	534,614

Source: Indonesia Central Statistic Agency, 2022

The government of Indonesia has paid inadequate attention on supporting the development of non-academic employees. Only certain HLIs have made efforts to support and motivate the development of their non-academic employees in order to cultivate IKSB through the implementation of knowledge management system, the development of database of information and expertise, and other initiatives. Besides that, there have been efforts of providing learning opportunities through training and development programmes, such as workshops, seminars, and short courses related to the nature of work. Empirical studies have also demonstrated how internal communication channels like newsletters, bulletin boards, and online forums can benefit non-academic employees, allowing them to share ideas and assist others who require assistance or guidance regarding the work area. Overall, various measures and initiatives have been implemented to promote IKSB among non-academic employees of HLIs, but the desired outcomes have yet to be achieved.

Accordingly, it is imperative to explore IKSB among non-academic employees of HLIs in Indonesia for various reasons. Firstly, related findings can help to improve the performance of knowledge-based organisations. IKSB is deemed pivotal for organisational performance as it facilitates innovation, problem-solving, and decision-making. Exploring IKSB among non-academic employees can contribute to the identification of contributing and inhibiting factors of KS, which assists in the formulation of strategies to enhance IKSB and organisational performance.

Secondly, related findings can help to maximise the value of human capital within HLIs. Non-academic employees possess unique skills, knowledge, and

perspectives that can contribute to the achievements of HLIs. Studies on IKSB can provide pertinent insights on the types of knowledge held, such as the level of contributions to the knowledge-creation environment of HLIs, and the effectiveness of knowledge utilisation.

Thirdly, related findings can enhance employment engagement and job satisfaction. With the proper recognition and acknowledgement of non-academic employees' knowledge and work contributions, they are likely to be more motivated to dedicate themselves towards their respective HLI. Strategic measures of creating knowledge-sharing recognition can be identified to enhance their engagement and job satisfaction.

Finally, related findings can promote higher research engagement on IKSB among non-academic employees of HLIs in Indonesia for the creation and dissemination of new knowledge. This resultantly contributes to the identification of ways to enhance the learning environment and improve the quality and accreditation of HLIs.

The significant advancements of Information and Communication Technology (ICT) and globalisation have propelled the need for knowledge to generate remarkable innovations and cultivate creativity for daily performance (Cascio and Montealegre, 2016), such as the capability to work with technology in return for data and information. As a developing country, Indonesia demonstrates significant economic prospects. Despite the country's natural wealth and strategic geographical location, Indonesia still needs to make major reformation by boosting the quality of education to attain higher levels of vocational skills, create valuable job opportunities, and further enhance human capital development (Roach, 2019).

Since 2011, Indonesia's inability to retain its brightest minds through its higher education policy on reforming and strengthening the education sector's role of connecting knowledge and science to meet the needs of the society has been widely highlighted. The Indonesian government allocates 20% of its annual state budget to both public and private HLIs each year to address the current issue of low learning outcomes, resulting in the widening gap of education inequality (Muttaqin, 2018), which affects the country's future competitiveness (Mariska, 2019).

In the early 2020, the Indonesian Ministry of Education, Culture, Research, and Technology introduced Independent Campus Programme to overcome the gap of educational inequality (Sartika, 2022). This programme was designed to address the long-delayed education reform that was intended to reshape the landscape of higher education in Indonesia. Its primary goal was to provide students the opportunity to learn in greater depth of a subject that is not part of the established curriculum in their respective HLI. The Ministry of Higher Education also made several concurrent efforts to enhance the quality of higher education in Indonesia under the programme. Despite some favourable results under Independent Campus Programme, students often failed to acquire updated information. The role of non-academic employees as the agent of change to support the acceleration of the programme was highly expected considering the role of academic employees has been fully utilised in teaching and research. Therefore, the targets of Independent Campus Programme to leverage the access in improving the quality of higher education were not fully achieved.

In order to address the disparities in the implementation of Independent Campus Programme, Technical Competence Certification Programme for Academic and Non-Academic Employees was launched in 2022. Its primary goal was to improve the technical competence of academic and non-academic employees of HLIs in Indonesia. This programme was deemed pivotal for the development of HLIs, as both academic and non-academic employees of HLIs play equally important roles. Although this programme was promoted to both academic and non-academic employees, the participation from the latter group was below expectations.

Considering these current issues of HLIs in Indonesia, the current study focused on assessing IKSB among non-academic employees of HLIs in the country. The study's findings were expected to address the current issues pertaining to the launched Independent Campus Programme and human capital improvisation efforts in Indonesia.

1.3 Research Problem and Research Gaps

1.3.1 Research Problem

Issues of cultivating intention to knowledge sharing behaviour (IKSB) in knowledge-based organisations is a global prevalence. Empirical studies highlighted various issues pertaining to the implementation of IKSB, such as concealing knowledge requested by co-workers or prohibiting subordinates from practising knowledge sharing among departments (Connelly, Zweig, Webster, and Trougakos, 2012; Zhao, Liu, Li, and Yu, 2019). In line with the former, trust issue is considered as a sophisticated condition, that act as fundamental aspect of

interpersonal relationship in exchanging resources and information (Chaudhary, Dhir, Ferraris, & Bertoldi, 2021). These barriers withhold the knowledge emerging and enrichment process within a knowledge-based organisation. In the long run, these barriers of cultivating IKSB affects the pace of establishing good and substantial connection between knowledge creation and institutional performance (Juhariand and Izhar, 2018).

Higher learning institutions (HLIs) in Indonesia also experience similar issues as other knowledge-based organisations. Despite the global transformed roles of non-academic employees, only a few studies examined IKSB among non-academic employees of higher learning institutions (HLIs) (Oladipupo and AbdulRahman, 2018). Empirical studies highlighted the lack of literature on IKSB among non-academic employees of HLIs (Oladipupo and AbdulRahman, 2018), suggesting the need to explore and enhance IKSB, especially within the Indonesian context of HLIs. The outcome of low learning in HLIs has affected the country's future competitiveness. Roach (2019) discussed various pertinent issues in Indonesia, which included issues related to the quality of formal education and higher education. Efforts to enhance professional skills, promote career advancement, and ensure employment availability are pivotal. Such adjustments should prioritise the HLI context considering that these institutions are characterised by the systematic development and connection of knowledge and learning (Fullwood et al., 2013). Non-academic employees of HLIs in Indonesia play a crucial role in facilitating transformation and accelerating Independent Campus Programme. However, the processes involved to provide the needed

recognition and credit to the non-academic employees of HLIs have remained unclear.

Therefore, the current study aimed to assess IKSB among non-academic employees of HLIs in Indonesia. The obtained findings would significantly benefit Indonesia in the efforts of restoring the development and growth of non-academic employees of HLIs and enhancing the quality of higher education through improved improvisation of former major reformation in connecting knowledge and science to meet the needs of society (Roach, 2019).

1.3.2 Research Gaps

The current study primarily focused on intention to knowledge sharing behaviour (IKSB). Prior behavioural studies empirically demonstrated the application of theory of planned behaviour (TPB) with its behavioural intention has taken control over the intention to perform certain behaviour, such as IKSB. According to the theory, behavioural intention consists of attitude towards behaviour, subjective norms, and perceived behavioural control (Ajzen, 2005). Behavioural intention denotes one's response towards internal stimuli, such as intrapersonal behaviour, and external stimuli, such as interpersonal behaviour (Hussain, Lei, Akram, Haider, and Ali, 2018).

In regards to the highlighted research problem, this study identified several gaps to be addressed. Firstly, there is an urgency to manage knowledge to obtain more new knowledge, but the persistence of unwillingness to share knowledge exists. Farroq (2018) empirically demonstrated the inadequacy of individual ownership of knowledge to develop an innovative and creative creation for

competitive advantage. Therefore, it is crucial for employees of higher learning institutions (HLIs) to share knowledge for the sustainable development and growth of the institutions (Balogun, 2018). In such knowledge-based environment, non-academic employees should have the needed expertise and the skills to collaborate and demonstrate ingenuity and novelty, as well as the capacity to share knowledge via IKSB. The sharing of knowledge among non-academic employees is clearly pivotal. In another study, Mohammed and Abdalla (2020) empirically demonstrated the importance of behaviour in one's decision to share knowledge considering its dependence on one's spontaneity, initiative, and willingness to do (Matošková et al., 2020). Addressing this gap, this study examined personal behaviours, specifically in terms of intrapersonal behaviour and interpersonal behaviour, as antecedents to behavioural intention.

Secondly, with the development of society, HLIs play a transformative role as a linkage between intellect and education (Mariska, 2020) in terms of teaching and learning, research, and engagement with society, which are not solely the roles and responsibilities of academic employees. Non-academic employees' contributions to addressing the daily issues at work and other crucial tasks have made their roles in HLIs equally crucial as the roles of academic employees, such as administrative, secretarial, and technical tasks, while providing consultation and collaboration and maintaining other professional activities. Despite that, Oladipupo and Abdul Rahman (2018) empirically found very little studies on IKSB among non-academic employees of HLIs. Thus, addressing this identified gap, this study examined the relationships of different antecedents with IKSB among non-academic employees of HLI.

Thirdly, the expectations of HLIs globally have constantly challenged non-academic employees of HLIs in Indonesia to form close collaborations with other members of *civitas academic*, such as academic employees and students, particularly in dealing with the long-delayed circumstances pertaining to education reform. Independent Campus Programme, which was launched back in the early 2020, highlighted the significant roles of non-academic employees. Following that, the launch of Technical Competence Certification Programme in 2022 provided further acknowledgement for non-academic employees, which supported the success of Independent Campus Programme. In other words, the Indonesian government put high regards on the pivotal roles non-academic employees play. However, the issuance of the Republic Indonesia Statue No. 12 in 2012 only acknowledged academic employees and students as *civitas academic* and clearly overlooked non-academic employees, which posed certain ambiguities. Despite the significance of non-academic employees in the development of HLIs in Indonesia, the government's disregard of non-academic employees in the issued *civitas academic* terminologies and the absence of the database on non-academic employees from Indonesia Central Statistic Agency clearly demonstrated a gap in the crucial role of non-academic employees as the agent-of-change in overcoming the long-delayed outcome of learning at HLIs in the country. Therefore, addressing this gap, this study examined the moderating role of trust in the relationship between attitude and IKSB among non-academic employees.

Last but not least, the involvement of non-academic employees in the HLI environment contributes to the formation of essential support system, particularly in the execution to Tri-Dharma of Higher Learning (teaching and learning, research,

and engagement with society), the accreditation of HLIs, and the implementation of Independent Campus Programme. This evidently reflects the equally important roles played by both academic and non-academic employees. However, as compared to academic employees, non-academic employees have demonstrated a lower level of enthusiasm to participate in the Technical Competence Certification Programme. Therefore, addressing this identified gap, this study focused on exploring IKSB among non-academic employees of HLIs in Indonesia in order to promote the outcome of KSB among non-academic employees of HLIs in the country.

Evidently, it was deemed imperative for the current study to address these gaps related to the significance of non-academic employees of HLIs and the outstanding phenomenon of learning issues in Indonesia by exploring personal behaviours, attitude, subjective norms, perceived behavioural control, altruism, trust, and KSB through IKSB among non-academic employees of HLIs in Indonesia.

1.4 Research Objectives

Based on the extended Theory of Planned Behaviour (TPB), this study primarily aimed to assess intention to knowledge sharing behaviour (IKSB) among non-academic employees of higher learning institutions (HLIs) in Indonesia. The specific objectives of this study are presented as follows:

- 1) To assess the association of intrapersonal behaviour on attitude among non-academic employees of HLIs

- 2) To assess the association of interpersonal behaviour on perceived behavioural control among non-academic employees of HLIs
- 3) To assess the moderating association of trust between attitude and IKSB among non-academic employees of HLIs
- 4) To assess the association of attitude on IKSB among non-academic employees of HLIs
- 5) To assess the association of subjective norms on IKSB among non-academic employees of HLIs
- 6) To assess the association of perceived behavioural control on IKSB among non-academic employees of HLIs
- 7) To assess the association of altruism on IKSB among non-academic employees of HLIs
- 8) To explore the association of KSB implementation among non-employees of HLIs

1.5 Research Questions

This study postulated the influence of attitude, subjective norms, perceived behavioural control, altruism, and intention to knowledge sharing behaviour (IKSB) on knowledge sharing behaviour (KSB) among non-academic employees of higher learning institutions (HLIs) in Indonesia. With respect to the objectives of this study, the following research questions were addressed:

- 1) Does intrapersonal behaviour support the association of attitude among non-academic employees of HLIs?
- 2) Does interpersonal behaviour support the association of perceived behavioural control among non-academic employees of HLIs?

- 3) How does trust moderate the relationship between attitude and IKSB among non-academic employees of HLIs?
- 4) Does attitude support the association of IKSB among non-academic employees of HLIs?
- 5) Does subjective norms support the association of IKSB among non-academic employees of HLIs?
- 6) Does perceived behavioural control support the association of IKSB among non-academic employees of HLIs?
- 7) Does altruism support the association of IKSB among non-academic employees of HLIs?
- 8) Does IKSB support the association of the KSB implementation among non-academic employees of HLIs?

1.6 Significance of Study

Despite the extensive number of studies on intention in intention to knowledge sharing behaviour (IKSB) within the context of knowledge-based organisations, the current study set its lens on behavioural intention. Behavioural intention in this study referred to the influencing factors of IKSB involving attitude, subjective norms, perceived behavioural control, and altruism for the enhanced actual outcome of knowledge sharing behaviour (KSB). This component of behavioural intention was identified as part of emotion, feelings, values, beliefs, and points of view reflected from past or childhood experiences that subjectively shaped the brain physically and systematically (Latif, Lauren, and Francesca, 2022).

Behavioural intention applies to the psychological response towards both intrapersonal and interpersonal stimuli (Hussain et al., 2018).

Focusing on KSB, prior studies empirically concluded its strong correlations with personal behaviours, such as intrapersonal behaviour (Jacobs and Roodt, 2007; Peng, 2013) and interpersonal behaviour (Ryu et al., 2003; Branje et al., 2011; Yip et al., 2017; Ahmad et al., 2018; Wang et al., 2019; Matošková et al., 2020; Hosen et al., 2020; Mohamed and Abdalla, 2020). In line with the majority of behavioural empirical research on KSB, the extended Theory of Planned Behaviour (TPB) was employed as the underlying basis of this study. Besides that, both intrapersonal and interpersonal behaviours were assessed as the antecedents to attitude and perceived behavioural control, respectively.

A comprehensive review of the related literature in the field of organisational behaviour revealed the emphasis of prior studies on intrapersonal behaviour and interpersonal behaviour as antecedents to behavioural intention in regards to IKSB, which have yet to be theoretically and practically confirmed. Therefore, the significance of the current study involved the incorporation of these antecedents within the context of IKSB into TPB.

1.6.1 Theoretical Contributions

One of the theoretical contributions of this study was the development of extended TPB following the inclusion of intrapersonal behaviour and interpersonal behaviour as antecedents to attitude and perceived behavioural control, respectively, in regards to intention to knowledge sharing behaviour (IKSB). Adding to that, altruism was also incorporated into TPB as another component is

associated with one's propensity to engage in specific actions that are favourable to the well-being of others (Manzur and Olavarrieta, 2021). This study's findings on the moderating role of trust in the relationship between attitude and IKSB also contributed to the development of extended Theory of Planned Behaviour (TPB). Most prior empirical studies regarded trust as a necessary attitude that arises from the fundamental limitations of human knowledge and pragmatism (Nguyen, 2022). Meanwhile, Vij and Farroq (2014) empirically attributed attitude as obstacles that impede the advancement of KSB in a knowledge-based organisation. Current study sees the urgency factor such as the prevalence of knowledge hiding, due the incapability not being able to share knowledge deliberately. This issue could range from lack of clear direction, or resistance to change, as well as the challenges of capturing and making knowledge assessable (Asrar-ul-Hag & Anwar, 2016).

Overall, the development of extended TPB in this study enriched the development and implementation of knowledge sharing behaviour (KSB) through positive psychological outcomes. Based on the obtained findings, this study comprehensively demonstrated the significant role of non-academic employees of HLIs in Indonesia as a crucial support system to overcome issues related to IKSB within knowledge-based organisations.

1.6.2 Managerial Contributions

This study highlighted the transformed role of higher learning institutions (HLIs) as a knowledge-creation environment and the significant role of non-academic employees of HLIs as the agent of change to support the development of such environment. Apart from the significant theoretical contributions, this study also

presented valuable managerial contributions, which would benefit the overall development and growth of HLIs in Indonesia. Furthermore, it should be noted that both public and private HLIs in Indonesia are similar in terms of acknowledgement platform and task appreciation for non-academic employees. Therefore, the findings of this study offered important contributions on intention to knowledge sharing behaviour (IKSB) among non-academic employees of both public and private HLIs in Indonesia.

This study's findings on IKSB would also significantly benefit policymakers of knowledge-based organisations, particularly in the efforts of enhancing the performance of these organisations, ranging from initiating interpersonal relationships to reducing turnover intention among the members of knowledge-based organisations. It is highly crucial that policymakers realise the significant influence of IKSB in driving the members of knowledge-based organisations to embrace creativity and innovation as the key capabilities of humanity.

Last but not least, this study presented valuable contributions for managers at all levels within knowledge-based organisations. This study's findings would significantly enhance their understanding on the process of recruiting organisational members based on the extent of one's personal behaviours in influencing IKSB that subsequently drives the outcome of knowledge sharing behaviour (KSB).

In summary, this study offered several managerial contributions, which would benefit both public and private HLIs in Indonesia on the significant roles of non-academic employees within the context of IKSB, as well as policymakers and

managers in their understanding towards the importance of IKSb for individuals' well-being through the implementation of the actual KSB and for the knowledge-based organisations to achieve competitive advantages.

1.7 Definitions of Key Terms

Knowledge-sharing behaviour in this study referred to one's psychological need sustained through reciprocity involving efforts like willingness and spontaneity to share knowledge. This study viewed knowledge sharing behaviour (KSB) as a key part of a business strategy to achieve competitiveness, effectiveness, and innovation goals (Jacobs and Roodt, 2007).

Intrapersonal behaviour in this study referred to a mechanism of individuals (e.g., one as the main caregiver) establishing a bond formed in infancy. This study viewed intrapersonal behaviour as a framework to interpret the experiences with others—for instance, the mental representation of the self (model of self) as worthy or dependable (secure attachment) or unworthy or undependable (insecure attachment) (Bakker, Oudenhoven, and Zee, 2004).

This study employed Nota, Arrindell, Soresi, Jan, and Sanavio's (2011) definition of **interpersonal behaviour**, which indicated one's behaviour and action in interrelationships, which is of multidimensional in nature, which consisted of negative assertion, positive assertion, initiating assertiveness, and personal limitation.

This study adopted Tommasetti, Singer, Troisi, and Maione's (2018) definition of **attitude**, which was referred to as one's predisposition to interact with an object, individual, or circumstance in a favourable or unfavourable manner.