

Influences of Cultural Dimensions on Knowledge-Sharing Behaviours: Insights for Higher Educational Institutions in the Philippines

Malvin Tabajen, Farzad Sabetzadeh and Chulatep Senivongse
Bangkok University–Institute of Knowledge and Innovation, Thailand

tabajen.mr@pnu.edu.ph

farzad@fastmail.com

chulatep.s@bu.ac.th

Abstract: The educational institution's knowledge comprises a mix of experiences, values, and professional insights of its teachers with diverse cultures, enabling a combination of knowledge to create new knowledge. The exchange of knowledge among teachers provides effective learning, which can become a model of knowledge-sharing that promotes knowledge creation, dissemination, and effective application. However, knowledge does not always flow easily and straightforwardly across educational domains. Nevertheless, the success of knowledge-sharing is affected by one's behaviour to share. Apparently, a person's behaviour is shaped by the environmental influences where he grew up with or stayed for a significant amount of time. This research administered an online survey of teacher participants across regions to capture the theoretical or conceptual model of the influences of cultural dimensions (exogenous) on knowledge-sharing intentions (endogenous) and the probability of the intentions transformed into actual knowledge-sharing behaviour (endogenous). Path analysis was employed to analyse the proposed models that exhibit causal mediation processes of relationships between cultural dimensions and knowledge-sharing intention which is also a predictor of knowledge-sharing behaviour. Findings insinuate that all cultural variables were parallel, however, this did not mean that each had the same degree of effects on knowledge-sharing intention. The results vary when the direct effect of each cultural factor was tested. Cultural orientation and beliefs are factors that affect the value of the knowledge being shared and academic institutions wield efforts in motivating their teachers to effectively participate. For knowledge-sharing to be implemented successfully, the academic institution must take into consideration the cultures and beliefs of people in the community. Further research can analyse a wider range of people in a work environment with diverse culture which can elicit more insights into the cultural attitudes in the work environment.

Keywords: Cultural dimensions, Filipino culture, Higher educational institution, Knowledge-sharing, Knowledge-sharing behaviour, Knowledge-sharing intention

1. Introduction

In today's knowledge-based economy, organizations recognize the critical role that knowledge plays in driving productivity, innovation, and competitive advantage. Knowledge is now viewed as a dynamic resource that needs to be created, shared, and applied collectively by individuals and teams. This collective effort, often referred to as knowledge-sharing, enables organizations to harness the intellectual capital of their workforce and generate a synergistic effect greater than the sum of individual knowledge (Nooshinfard & Nemati-Anaraki, 2014).

In the context of higher educational institutions (HEIs), knowledge-sharing is of utmost importance as these institutions are not only the recipients and disseminators of knowledge but also the producers and cultivators of knowledge. HEIs serve as knowledge-based organizations where faculty members, as the principal knowledge workers, are expected not only to possess subject matter expertise but also to actively engage in knowledge-sharing practices within their academic community (Tatlonghari & Tolentino, 2014). Consequently, understanding the factors that influence knowledge-sharing behaviours among faculty members becomes crucial for creating a conducive environment for collaboration and enhancing the overall effectiveness of the institution.

One such influential factor is cultural diversity. In a diverse workforce, individuals bring different perspectives, behaviours, and values shaped by their cultural backgrounds. Cultural diversity not only enriches the intellectual and social capital of an organization but also influences the willingness and behaviour of individuals to share knowledge (Stoermer, Bader & Froese, 2016). Openness to ideas and a trusted inclusive environment are essential elements that amplify knowledge-sharing, leading to knowledge creation and innovation (Shelley, 2018). Consequently, understanding the impact of cultural diversity on knowledge-sharing behaviours becomes crucial for fostering an environment that encourages effective knowledge exchange and utilization.

However, there is a lack of research specifically focused on the knowledge-sharing behaviours of Filipinos (Montemayor, 2015; Fiscal, 2019). The need for research on knowledge-sharing arises as various government agencies in the Philippines strive to improve their knowledge flows and utilization through knowledge management strategies aimed at enhancing organizational learning and project implementation (DOH, 2017; PPPC, 2021).

While previous research has acknowledged the importance of knowledge-sharing behaviours and the influence of cultural factors, there remains a research gap in understanding the specific relationship between cultural dimensions and knowledge-sharing behaviours within the context of HEI. Few studies have examined teachers' knowledge-sharing behaviours within a framework or theoretical analysis (Montemayor, 2015). This gap inhibits a comprehensive understanding of how culture affects knowledge-sharing practices and the development of strategies to foster a culture of collaboration and knowledge-sharing in HEIs. Hence, more research is needed to contextualize knowledge-sharing behaviour within the local educational system.

Therefore, this research aims to address the research gap by examining the influences of culture, in Philippine context, on knowledge-sharing behaviours within HEI. It employs a theoretical or conceptual framework to analyse the causal mediation processes between cultural factors and knowledge-sharing intentions, which, in turn, predict knowledge-sharing behaviours. By exploring the cultural dimensions that shape knowledge-sharing behaviours, this research seeks to provide insights and practical implications for HEIs in creating a conducive environment for effective knowledge-sharing and collaboration.

Overall, this study aims to contribute to the existing body of knowledge by shedding light on the relationship between cultural dimensions and knowledge-sharing behaviours in the specific context of Philippine higher education. It is anticipated that the findings of this research inform HEIs about the importance of cultural understanding and provide guidance on strategies to facilitate knowledge-sharing practices, enhance collaboration, and foster innovation within their academic communities.

2. Related Literature

2.1 Knowledge-sharing in Social Construct

Knowledge exists through interactions between individuals. It is created through participation in shared social activities and the use of artifacts and cultural symbols (Holmes, 2010). Knowledge is considered intersubjective and shared within and between communities (Lindgren & Packendorff, 2009).

In the field of knowledge-sharing, it is important to understand human behaviour in social contexts. From a social constructionist perspective, knowledge is shaped by individuals and communities in society (Fletcher, 2003). Different types of knowledge exist, such as theoretical and experiential, and they form a continuum where new knowledge is created and learned (Travica, 2013). The creation and application of knowledge rely on the social context and the contributions of individuals within communities (Hu & Randel, 2014; Weinberg, 2015). This dynamic process of knowledge transfer is influenced by a person's capabilities, capacity, and intention to share (Wied, 2006). Knowledge transfer and sharing are crucial aspects of knowledge acquisition which occurs between contributors and recipients in various organizational levels (Hassan, Noor & Hussin, 2017; Nguyen & Burgess, 2014).

Knowledge-sharing is fundamental to an organization's success. It involves the exchange of knowledge between individuals, teams, units, and organizations (Paulin & Suneson, 2012). But it goes beyond mere exchange; it involves the interaction of individuals and their human capital (Travica, 2013). Successful knowledge-sharing requires more than the transfer of specific knowledge. It involves addressing relationship issues and examining the structure of knowledge to ensure its effective flow (Cummings, 2003). Overcoming obstacles to knowledge internalization is as important as the activities involved in knowledge-sharing (Cummings, 2003). Thus, social interactions play a vital role in the transfer and transformation of knowledge (Chen & Hew, 2015; Chu, Krishnakumar, & Khosla, 2014; Jolaei, Nor, Khani, & Yusoff, 2014; Richards, 2014; Shahzadi, Hameed, & Kashif, 2015). It contributes to the acquisition and application of new knowledge (Reichert & Zielke, 2008). It influences individuals' intentions and behaviours; hence, culture and networks play a significant role (Barrick et al., 2015). Therefore, engagement is a key factor in shaping knowledge-sharing behaviours (Barrick et al., 2015).

2.2 Behavioural Intentions

A person's actual behaviour could be determined by considering his prior intention along with the beliefs that the person would have for the given behaviour. They referred to the intention prior to an actual behaviour as

the behavioural intention (BI) and defined it as a measure of one's intention to perform the behaviour (Chuttur, 2009). BI could be determined by considering the attitude that a person has towards the actual behaviour and the subjective norm associated with the behaviour in question. The Theory of Reasoned Action (TRA) includes perceived behavioural control as a key component of the theory of planned behaviour which provides a conceptual framework for understanding human behaviour in specific contexts (Fishbein & Ajzen, 2010; LaCaille, 2013).

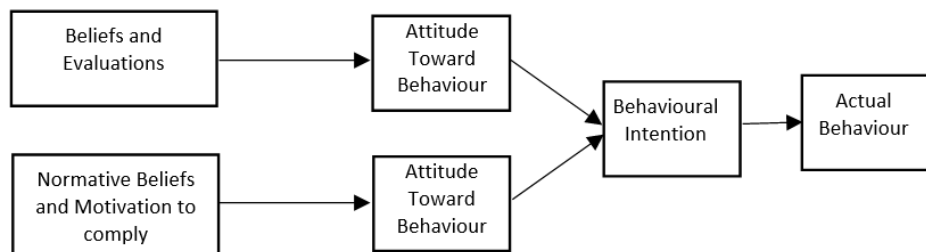


Figure 1: The Theory of Reasoned Action (TRA) model (Adapted: Davis, Bagozzi and Warshaw, 1989)

The Theory of Planned Behaviour (TPB) posits that human action is influenced by behavioural beliefs, normative beliefs, and control beliefs. These factors shape an individual's behavioural intention, which in turn influences their actual behaviour (Tsai, Chen, & Chien, 2012). Knowledge-sharing intention (KSI) is influenced by TPB and its sub-factors such as attitude, subjective norms, and perceived behavioural control.

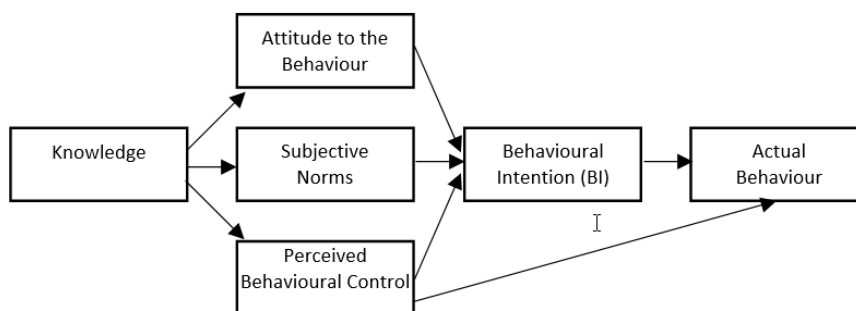


Figure 2: TPB Model by Ajzen (1985)

Attitude refers to an individual's evaluation of a behaviour as favourable or unfavourable and acts as a mediator of knowledge-sharing intention (Shahzadi, Hameed, & Kashif, 2015). It is influenced by external variables and the perceived consequences of performing a behaviour (Aliakbar, Yusoff, & Mahmood, 2012). *Subjective norm* is the perceived social pressure to perform or not perform a behaviour. It is influenced by the desire to act in line with important referent others' expectations (Chen, Chen, & Kinshuk, 2009). Organizational support plays a positive role in shaping a supportive environment to strengthen people connections. *Perceived behavioural control* refers to an individual's belief in their capability to perform a behaviour. It is influenced by both external controlling variables and internal factors such as epistemological beliefs (Weinberg, 2015). External controlling variables generate beliefs about the consequences of behaviours, while internal control variables are more proximate determinants of behavioural intention.

Understanding these theories and their components is crucial for organizations to encourage and induce knowledge-sharing behaviours among their members. By identifying the factors that influence behavioural intentions, such as attitude, subjective norms, and perceived behavioural control, organizations can create supportive plans, implement a positive organizational culture, and provide necessary resources to facilitate knowledge-sharing (Shahzadi et al., 2015).

These theories provide valuable insights into the motivational factors, social influences, and individual perceptions that shape knowledge-sharing behaviour in organizations. Applying these theories can help organizations develop strategies and interventions to promote effective knowledge-sharing practices and enhance organizational success.

2.3 Cultural Dimensions:

Certain characteristics of culture fostered better knowledge-sharing (Demigha & Kharabsheh, 2016). Studies have shown that cultural dimensions may explain related behaviours (Luria, Cnaan & Boehm, 2014). These

were used in identifying their influences on inclusion climate which served as a conducive context to effectively implement diversity and inclusion management practices and create inclusion climates (Stoermer, Bader & Froese, 2016).

Power distance portrays inequality in a society and how strongly people accept differences in status (de Mooij, 2017). People in high power distance organizations have high regard for the knowledge being shared by the supervisors and the top management (Kucharska & Bedford, 2019). *Collectivism* emphasizes interdependence which shows high group orientation (Hofstede, 2012). A culture with a high index of collectivism is always based on teamwork and employees' commitment and has a positive impact on knowledge-sharing (Kucharska & Bedford, 2019). *Uncertainty avoidance* is the extent to which societies are uncomfortable with unpredictable situations and try to avoid ambiguous situations (Hofstede, 2010). A work environment with clear rules, procedures, distributed control systems, and objective policies encourages its workers to comfortably participate in knowledge-sharing with minimum hesitation (Kucharska & Bedford, 2019; Tabajen, 2020). *Short-term orientation* reveals a society's orientation in the shape of thrift and perseverance, or a strong belief in past virtues, as a sign of respect for tradition. Long-term orientation culture, instead, focuses on achieving long-term goals and encourages better knowledge-sharing (Kucharska & Bedford, 2019).

2.4 Knowledge-Sharing Behaviour (KSB):

Knowledge-sharing behaviour refers to the individual behaviors involved in sharing work-related knowledge and expertise with other members within an organization (Yi, 2009). A person's intentions play a crucial role in determining their willingness to engage in knowledge-sharing. Intentions are motivational factors that influence specific behaviors and significantly contribute to the success of knowledge-sharing activities (Gagne, 2009).

Factors that affect intentions and subsequently impact knowledge-sharing behaviour need to be identified. Perceived behavioral controls, as identified by Ipe (2003), play a role in individuals' knowledge-sharing perceptions. These controls include the perceived need to acquire knowledge, the perceived willingness of the receiver to accept knowledge, the perceived ability of the receiver to understand the knowledge, and the perceived appreciation and rewards received by the sharer.

2.5 Filipino Knowledge-Sharing Behaviours:

Montemayor (2015) conducted an exploratory study on Filipino communicative behaviours in knowledge-sharing, building upon the MINU IPE knowledge-sharing framework developed by Ipe (2003). The study analysed Filipino knowledge-sharing behaviours across three dimensions: natural, normative, and ethical.

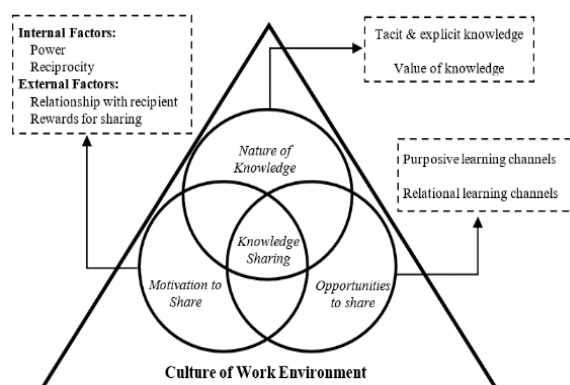


Figure 3: Knowledge-Sharing framework by Ipe, 2003

In the *natural* dimension, Filipinos emphasize the concept of "balance" and perceive themselves, others, and the space they occupy as interconnected entities. This notion of balance influences knowledge-sharing, as individuals may choose to share knowledge only if it is reciprocated, maintaining a sense of equilibrium. On the *normative* dimension, the Filipino trait of "*pagkakamag-anak*" (familism) promotes close relationships and collective interests. Knowledge-sharing is more likely to occur among individuals who share commonalities and perceive benefits for the group. The *ethical* dimension highlights the value of "*hiya*" (personal dignity), which prompts individuals to consider others' feelings when taking actions or making decisions. This trait influences knowledge-sharing by affecting interpersonal relationships.

Montemayor's (2015) findings provide key insights into Filipino communicative behaviours in knowledge-sharing. Some of the notable points include the restraining effect of attitude on knowledge-sharing, the importance of accuracy in shared knowledge to protect one's face due to the value of shame, the role of fellowship in driving reciprocity, the influence of fellowship in motivating knowledge-sharing, the avoidance of sulking resulting from the inability to demonstrate fellowship, the impact of power dynamics and collectivist culture on knowledge-sharing, the expectation of appreciation as a form of soothing feelings, the reliance on non-verbal cues and the virtue of fellowship when sharing knowledge among individuals who are not close, and the influence of collectivist Filipino culture on group rewards. Additionally, reciprocal relations and leader-centered networks are prevalent in knowledge-sharing within the Filipino work context (Fiscal, 2019; Muya & Calupitan, 2019).

3. Knowledge-Sharing in HEI

Knowledge-sharing is crucial in HEIs as it directly impacts the quality of teaching, research, and overall knowledge production. Hence, effective knowledge-sharing strategies are necessary to achieve the goals of higher education. However, many HEIs have not fully embraced the importance of knowledge-sharing among faculty members.

Yeshinegus and Hong (2018) discuss the significance of knowledge-sharing in HEIs. They emphasize that knowledge-sharing preserves knowledge, facilitates personal growth, makes learning accessible, promotes unity and collaboration among faculty members, identifies gaps and opportunities, and ensures quality higher education.

Shahid and Naveed (2020) conducted a study on the knowledge-sharing behaviour of academicians at the University of Sargodha in Pakistan. The results indicated that academicians engaged in knowledge-sharing through various means such as documents and reports, personal conversations, team meetings, brainstorming sessions, and presentations. The study found no significant differences in knowledge-sharing behaviour based on gender, social background, education, and teaching experience. However, age and number of publications were found to be correlated with knowledge-sharing behaviour. The findings of this study can help university administrations in promoting a knowledge-sharing culture for collaborative learning and research.

Promoting knowledge-sharing among faculty members in HEIs is essential for enhancing the quality of education and research. By understanding the challenges and adopting effective strategies, institutions can create an environment that fosters knowledge-sharing and encourages continuous learning and growth.

Overall, the review emphasizes the importance of understanding behavioural patterns and cultural influences in promoting successful knowledge-sharing. It highlights the need for organizational support, attention to cultural diversity, and the consideration of individual motivations and attitudes. The findings from Montemayor's study shed light on the unique cultural factors that shape knowledge-sharing behaviours among Filipinos, underscoring the significance of incorporating cultural values and social relationships in knowledge-sharing initiatives in the Philippines.

4. Statement of the Problem

This study analysed the influences of cultural dimension on the knowledge-sharing behaviours of teachers. Specifically, it sought answers to the following questions:

- How do cultural dimensions (power distance, collectivism, uncertainty avoidance, and short-term orientation) influence knowledge-sharing behaviours and practices within HEIs?
- What are the effective approaches for promoting and facilitating knowledge-sharing practices in HEIs, considering the cultural values, social dynamics, and contextual factors unique to the Philippine setting?

These research questions provide avenues for further investigation into the knowledge-sharing behaviours of Filipinos and can guide empirical studies to gain a deeper understanding of the cultural and social factors influencing knowledge-sharing in the Philippines.

5. Research Hypothesis

The hypothesis proposes that the cultural dimensions of power distance, collectivism, uncertainty avoidance, and short-term orientation play a significant role in shaping the knowledge-sharing behaviours and practices within HEIs. By examining these dimensions, researchers can gain insights into the cultural factors that

influence knowledge sharing and develop strategies to enhance knowledge exchange within diverse cultural contexts.

Hypothesis: The cultural dimensions of power distance, collectivism, uncertainty avoidance, and short-term orientation significantly influence knowledge-sharing behaviours and practices within Higher Education Institutions (HEIs).

6. Methodology

This research administered an online survey to 155 teacher participants from different branches of the university to obtain insights into the cultural factors and determined their influences on the knowledge-sharing behaviors of teachers in HEIs. The venue of this study is a university that has five campuses located across the Philippine regions, representing the regional culture manifested in its peoples' behaviours. The knowledge-sharing behaviours of the participants from different branches were a significant representation of the data this study desired to analyse. The aim is to measure their cultural dimensions summarized and transformed into the regional level and to measure and understand the participants' perception on the local branches' implied knowledge-sharing. This was necessary because it provided insights on the basic understanding on the participants' behaviour towards knowledge-sharing practices in their institution.

Path analysis was used to capture the theoretical or conceptual model of the effects of cultures (exogenous) on knowledge-sharing intentions (endogenous) and the probability of the intentions transformed into actual knowledge-sharing behaviors (endogenous). Hence, the path model exhibits causal relationships between these variables of which an outcome variable (intention) is also a predictor variable of another variable (behaviour).

7. Results

The results of the analysis indicate significant relationships between the cultural dimensions. The interrelationships of the independent variables, such as Power Distance (PD), Uncertainty Avoidance (UA), Collectivism (C), and Short-term Orientation (STO), were found to have strong positive correlations, as shown in Table 1.

Table 1: Description (Strength) of Relationships Between the Independent Variables

Relationship between the independent variables (Cultural Dimensions)	R-value	Description
Power Distance and Uncertainty Avoidance	.614	Strong positive correlation
Power Distance and Collectivism	.604	Strong positive correlation
Power Distance and Short-Term Orientation	.732	Strong positive correlation
Uncertainty Avoidance and Collectivism	.795	Strong positive correlation
Uncertainty Avoidance and Short-Term Orientation	.732	Strong positive correlation
Collectivism and Short-Term Orientation	.702	Strong positive correlation

Regarding the influence of culture on knowledge-sharing intentions (KSI), the analysis using Linear Regression revealed that cultural dimensions significantly influenced KSI. Hence, the hypothesis is accepted. The obtained F-value was 49.056, which was within the acceptance region. The adjusted R square value of 0.555 suggests that 55.5% of the intention to share knowledge can be attributed to culture, while the remaining 45.5% is influenced by other variables or unknown factors.

Table 2: Result of the Regression Model

Model	df	F	Sig.	Adjusted R square
Regression	4	49.056	.000 ^b	.567

Predictors: Power Distance, Uncertainty Avoidance, Collectivism, and Short-Term Orientation
 Dependent: Knowledge Sharing Intention

Further analysis of the relationships between cultural dimensions and KSI revealed specific findings. Power distance had a significant negative influence on KSI, indicating that participants were less likely to share knowledge with individuals in higher positions of authority. Uncertainty avoidance positively influenced KSI, implying that participants who agreed more with policies and rules related to knowledge-sharing were more likely to have intentions to share knowledge. Collectivism also had a significant positive influence on KSI, indicating that participants were more willing to share knowledge with others from their own group. However, short-term orientation did not significantly affect KSI.

Table 3: Effects Between Each Cultural Dimension and KSI

Relationships of the following cultural dimension on KSI	Coefficient	P-value	Significance
Power Distance	-.239	.003	Significant (NEGATIVE)
Uncertainty Avoidance	.455	.000	Significant
Collectivism	.354	.000	Significant
Short Term Orientation	.162	.090	Not Significant

Dependent Variable: KSI
Significant level at .05

The individual effects of cultural dimensions on the predictors of KSI (attitude, subjective norm, and perceived behavioral controls) were also examined. All cultural dimensions had significant effects on these predictors. Power distance, uncertainty avoidance, collectivism, and short-term orientation influenced participants' attitudes, subjective norms, and perceived behavioral controls to varying degrees.

Overall, these results suggest that cultural dimensions play a significant role in influencing KSI. Factors such as power distance, uncertainty avoidance, and collectivism have a notable impact, while short-term orientation has a weaker influence.

8. Conclusion

In this study, TPB served as the foundation for analysing the knowledge-sharing behaviour of teachers in HEI. TPB posits that BI, influenced by attitude, subjective norm, and perceived behavioral control, play a crucial role in predicting an individual's intention to engage in a specific behavior at a given time and place. The TPB emphasizes the importance of both intention and the ability to control behavior in determining actual behaviours (LaMorte, 2019; Chen, Chen & Kinshuk, 2009; Chien-Ta et al., 2009; Tsai, Chen, & Chien, 2012).

The findings of this study supported the interrelationships between cultural dimensions as guided by the dimensional paradigm proposed by Hofstede (2011). While significant correlations were observed among the cultural dimensions, their effects on participants' knowledge-sharing intentions varied. Each dimension did not assume a significant or equal degree of influence on knowledge-sharing behaviour, despite the existing literature and the study's own findings suggesting interconnections between these dimensions.

Culture was found to have a profound impact on KSI in the work environment. Studies have indicated that culture can explain related behaviours, highlighting the influence of cultural differences on individuals' behaviors within and across cultures (Hofstede, 2011; Williams, 2015). In the context of Filipino culture, which is characterized by collectivism and a high regard for authority, certain cultural traits were found to influence KSI among teachers. The findings align with previous assertions that Filipino work behaviors are influenced by their culture (Ipe, 2003; Jocano, 2001; Montemayor, 2015).

The study revealed that power distance, a cultural dimension, negatively influenced teachers' knowledge-sharing intentions. Filipino teachers tend to consider the position and authority of the person they share knowledge with, leading to hesitance when sharing with individuals in higher positions. Teachers were more hesitant to share knowledge with individuals in higher positions of authority, indicating the importance of reducing the gap between superiors and subordinates for effective knowledge-sharing (Zhang & Begley, 2011). This study further found that the expertise and reputation of the knowledge sharer were highly respected, affecting the acceptance or rejection of shared knowledge.

The collectivist nature of Filipino culture was found to influence KSI positively. Teachers were more willing to share knowledge within their group and exhibited greater confidence when sharing knowledge with

acquaintances. Building small groups for collaboration and fulfilling social obligations were identified as important factors influencing knowledge-sharing among Filipino teachers. However, it was further found that this collectivist behaviour can limit the people sharing their knowledge with.

The cultural orientation of uncertainty avoidance significantly influenced knowledge-sharing intentions. A work environment with clear rules, procedures, distributed control systems, and objective policies encouraged teachers to participate in knowledge-sharing comfortably. Teachers emphasized intellectual property rights, confidentiality, proper communication mechanisms, and assurance of no harm in knowledge-sharing (Kucharska & Bedford, 2019; Tabajen, 2020).

Although the normative behaviour of Filipino teachers, characteristic of a short-term orientation, did not directly impact their intention to share knowledge, it indirectly influenced knowledge-sharing intentions through the three predictors of intention (attitude, subjective norm, and perceived behavioral control). Teachers recognized the importance of knowledge-sharing in their profession, which aligns with their focus on achieving long-term goals.

This study demonstrated the influence of culture, particularly in the context of Filipino teachers, on KSI. The findings emphasized the significance of cultural dimensions, and their interrelationships in understanding and promoting knowledge-sharing behaviour among teachers. By recognizing and addressing cultural factors, HEIs can foster an environment conducive to knowledge-sharing, leading to innovation and improved outcomes.

9. Recommendations

HEIs should prioritize initiatives aimed at reducing power distance and fostering a more egalitarian and collaborative culture. This can be achieved through leadership development programs, mentoring opportunities, and creating platforms for open dialogue and idea sharing. Policies and guidelines related to knowledge-sharing should be designed in a way that minimizes uncertainty and provides clear expectations and support to teachers. This can include the development of standardized procedures, training programs, and creating a supportive infrastructure for knowledge-sharing activities. Promote a culture of collectivism by encouraging collaboration, teamwork, and creating communities of practice where teachers can share their experiences and expertise. Building strong networks and fostering a sense of belonging and shared purpose can significantly enhance knowledge-sharing efforts. While short-term orientation may have limited impact on knowledge-sharing intentions, it is important to promote a long-term perspective that emphasizes the value and benefits of knowledge-sharing. Encourage teachers to recognize the long-term advantages of sharing knowledge and the potential positive impact on their professional growth and the institution.

Further research is recommended to explore additional factors that may influence knowledge-sharing intentions, such as individual motivations, reward systems, and organizational culture. Understanding these factors can provide deeper insights into the dynamics of knowledge-sharing and help refine strategies for promoting a culture of knowledge exchange in educational settings.

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