

Knowledge Sharing and Self-Efficacy as Predictors of Academic Productivity and Innovative Work Behaviour among Lecturers

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Abstract: This study examines the roles of knowledge sharing and self-efficacy in predicting academic productivity and innovative work behaviour among lecturers in higher education institutions. A quantitative survey approach was employed, and data were collected from 312 lecturers from public and private higher education institutions located in the Klang Valley, Malaysia. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the measurement model and the structural relationships among variables. The findings indicate that knowledge sharing and self-efficacy have significant positive effects on innovative work behaviour and academic productivity. Knowledge sharing emerged as the strongest predictor of academic productivity, while self-efficacy played an important role in supporting innovative work behaviour among lecturers. The model demonstrates strong explanatory power, particularly for innovative work behaviour and academic productivity. The findings highlight the importance of strengthening collaborative academic practices and enhancing individual confidence to improve lecturer performance in higher education institutions.

Keywords: Knowledge Sharing; Self-Efficacy; Academic Productivity; Innovative Work Behaviour; Higher Education

1. Introduction

Higher education institutions operate in an increasingly demanding environment characterised by heightened accountability, competition, and expectations for measurable academic performance. Universities are required to demonstrate excellence not only in teaching but also in research output and societal contribution. Within this context, lecturers play a central role in ensuring that institutional goals are translated into meaningful academic outcomes. As a result, academic productivity has become a major concern for higher education leaders and policymakers (Altbach, 2015; Ramsden, 2003).

Academic productivity refers to the effectiveness and consistency with which lecturers perform their academic roles, including teaching, research, supervision, and institutional service. Lecturers are expected to balance multiple responsibilities while maintaining high standards of performance across these areas. The increasing complexity of academic work requires lecturers to adapt continuously, engage in innovation, and collaborate effectively with colleagues. These demands highlight the need to understand the factors that support sustained academic productivity in higher education institutions.

Although institutional policies and performance management systems influence academic outcomes, they do not fully explain differences in lecturer productivity. Increasing attention has been given to individual and social factors that shape academic work behaviour. In particular, knowledge sharing has been recognised as a critical process in knowledge intensive organisations such as universities. Through sharing ideas, expertise, and experiences, lecturers are able to improve teaching practices, develop research capacity, and enhance overall academic performance (Davenport & Prusak, 1998; Wang & Noe, 2010). At the individual level, self-efficacy represents a key personal resource that influences how lecturers approach academic tasks. Self-efficacy refers to an individual's belief in their ability to perform tasks successfully and manage work challenges (Bandura, 2001). Lecturers with strong self-efficacy are more likely to engage actively in teaching and research activities, persist in the face of difficulties, and experiment with new approaches. These behaviours are closely related to innovative work behaviour and academic productivity.

Recent studies have increasingly highlighted the importance of psychological and collaborative factors in shaping lecturer performance within higher education institutions. Contemporary higher education environments require lecturers not only to fulfil traditional academic responsibilities but also to demonstrate adaptability, innovation, interdisciplinary collaboration, and continuous professional development (Fullwood, Rowley, & Delbridge, 2013; Kim & Lee, 2013). As universities become more knowledge intensive and performance driven, knowledge sharing and self-efficacy have emerged as important predictors of both individual and organisational outcomes.

Existing literature suggests that knowledge sharing contributes positively to academic effectiveness by facilitating access to expertise, promoting collaborative learning, and enhancing problem-solving capabilities among academic staff (Javaid et al., 2023; Wang & Noe, 2010). Similarly, self-efficacy has been associated with higher levels of motivation, resilience, creativity, and work engagement, all of which are essential for sustaining academic productivity and innovative work behaviour in complex academic environments (Bandura, 2001; Tierney & Farmer, 2002).

However, despite the growing body of literature on these constructs, previous studies have often examined knowledge sharing, self-efficacy, innovative work behaviour, and academic productivity independently rather than within an integrated framework. Furthermore, empirical evidence focusing specifically on lecturers in Malaysian higher education institutions remains relatively limited. Most existing studies are concentrated in corporate or non-academic settings, thereby limiting understanding of how collaborative and psychological factors jointly influence lecturer productivity and innovation within universities. This gap highlights the need for a more comprehensive examination of the relationships among these constructs in the higher education context.

Despite growing interest in knowledge sharing and self-efficacy, empirical studies that examine their combined influence on academic productivity and innovative work behaviour among lecturers remain limited, particularly in the Malaysian higher education context. Therefore, this study aims to examine how knowledge sharing and self-efficacy predict academic productivity and innovative work behaviour among lecturers in public and private higher education institutions in the Klang Valley. By adopting a quantitative approach and using structural equation modeling, this study seeks to provide empirical evidence that informs academic leadership and institutional development strategies.

2. Literature Review

This section reviews relevant literature on academic productivity, knowledge sharing, and self-efficacy in higher education settings. The review focuses on how collaborative academic practices and individual confidence jointly contribute to innovative work behaviour and academic productivity among lecturers.

2.1 Academic Productivity in Higher Education

Academic productivity is widely recognised as a multidimensional concept that reflects performance in teaching, research, and institutional service. Earlier approaches focused mainly on measurable outputs such as publication counts and teaching hours, whereas contemporary perspectives emphasise the quality, impact, and sustainability of academic contributions (Ramsden, 2003). In Malaysia, higher education policy highlights balanced contributions across teaching excellence, research productivity, and institutional engagement, indicating that lecturer productivity is influenced by both individual capability and institutional environment (Ministry of Higher Education Malaysia, 2015).

Recent studies suggest that academic productivity is shaped by institutional and behavioural factors, including collaboration, innovation, and adaptability to changing academic expectations (Bland et al., 2005; Santos et al., 2021). Productivity is no longer assessed solely through publication quantity but also through research impact, interdisciplinary engagement, and contribution to institutional development.

In addition, scholars argue that academic productivity should be understood within the broader context of academic sustainability and professional wellbeing. Excessive performance pressure without sufficient collaborative and psychological support may negatively affect lecturer motivation and long-term engagement (Kinman, 2014). Lecturers who demonstrate innovative work behaviour are more likely to adapt teaching practices, develop new research ideas, and contribute positively to institutional development. Therefore, academic productivity should be examined through both behavioural and contextual perspectives within higher education institutions.

2.2 Knowledge Sharing in Higher Education Institutions

Knowledge sharing refers to the exchange of information, skills, and expertise to support learning and performance improvement. In higher education institutions, knowledge sharing occurs through activities such as collaborative research, mentoring, and professional discussions, enabling lecturers to enhance academic capabilities and access collective knowledge (Davenport & Prusak, 1998).

Previous studies indicate that knowledge sharing contributes positively to individual and organisational performance. Wang and Noe (2010) argue that knowledge sharing supports learning and problem solving by allowing individuals to apply shared insights to their work. In academic settings, lecturers who actively engage in knowledge sharing are better able to improve teaching quality, strengthen research competence, and enhance academic productivity. Knowledge sharing also promotes innovative work behaviour by exposing lecturers to diverse perspectives and encouraging creativity and experimentation.

However, the effectiveness of knowledge sharing is influenced by organisational culture, trust, leadership support, and communication climate (Fullwood et al., 2013). Competitive academic environments and individual performance systems may discourage open knowledge exchange among lecturers. Nevertheless, recent studies continue to show that knowledge sharing enhances both productivity and innovation capability through collaborative problem solving and intellectual exchange (Javaid et al., 2023).

2.3 Self-Efficacy and Academic Work Behaviour

Self-efficacy refers to an individual's belief in their ability to perform tasks effectively and is a key concept in social cognitive theory (Bandura, 2001). In academic settings, self-efficacy influences how lecturers approach challenges, sustain effort, and engage in teaching and research activities. Lecturers with higher self-efficacy tend to demonstrate stronger motivation, persistence, and adaptability in performing academic responsibilities.

Previous studies show that self-efficacy positively influences both performance and innovative work behaviour. Lecturers who possess greater confidence in their capabilities are more likely to experiment with new teaching methods and research approaches (Tierney & Farmer, 2002). Similarly, Luthans, Youssef, and Avolio (2007) suggest that self-efficacy strengthens adaptive capacity and sustained performance in challenging work environments. Empirical evidence also indicates that lecturers with higher self-efficacy demonstrate greater commitment and engagement in academic activities (Skaalvik & Skaalvik, 2014).

Nevertheless, self-efficacy alone may not guarantee high productivity without supportive institutional and collaborative environments. This suggests that lecturer performance is influenced by the interaction between psychological resources and organisational factors. In higher education institutions, strong self-efficacy enables lecturers to manage academic demands effectively and contribute positively to academic productivity.

2.4 Integrating Knowledge Sharing and Self-efficacy

Recent literature suggests that knowledge sharing and self-efficacy are interconnected constructs that jointly influence academic performance and innovative work behaviour. Knowledge sharing allows lecturers to exchange expertise and participate in collaborative learning processes, while lecturers with higher self-efficacy are generally more willing to contribute ideas and engage in professional interaction (Bandura, 2001; Wang & Noe, 2010).

Scholars argue that the interaction between collaborative academic culture and psychological capability is essential for sustaining productivity and innovation in knowledge intensive organisations. Fullwood et al. (2013) emphasise that supportive knowledge sharing environments encourage professional learning and collective problem solving, while Tierney and Farmer (2002) suggest that self-efficacy strengthens individuals' willingness to engage in innovative behaviour.

In higher education institutions, lecturers are required to perform both individual and collaborative academic responsibilities. Therefore, academic productivity and innovative work behaviour are likely to emerge through the interaction between psychological resources and collaborative academic practices rather than isolated factors alone. Despite increasing interest in these variables, empirical studies examining their combined influence among lecturers in Malaysian higher education institutions remain limited. Accordingly, this study adopts an integrated framework to examine how knowledge sharing and self-efficacy jointly predict academic productivity and innovative work behaviour among lecturers.

3. Methodology

3.1 Research Design

This study employed a quantitative research design to examine the relationships between knowledge sharing, self-efficacy, innovative work behaviour, and academic productivity among lecturers. A survey approach was

used to collect data from lecturers, enabling statistical analysis of relationships among latent variables. The quantitative design was appropriate for testing predictive relationships and analysing complex interactions using structural equation modeling. This approach supports the objective of generating empirical evidence on the role of knowledge sharing and self-efficacy in shaping academic outcomes in higher education institutions.

3.2 Sample and Data Collection

The population comprised lecturers from public and private higher education institutions in the Klang Valley, Malaysia, selected due to its concentration of higher education institutions and diverse academic workforce. Data were collected using a structured questionnaire distributed across institutions. A total of 312 usable responses were obtained, exceeding the minimum sample size requirements for structural equation modeling (Hair et al., 2021).

Respondents represented various academic ranks and disciplinary backgrounds, ensuring broad representation of the academic community. Participation was voluntary, and confidentiality was assured. Purposive sampling was employed to ensure that respondents were actively involved in teaching, research, and institutional activities.

3.3 Research Instrument

The research instrument consisted of measurement scales adapted from established studies in organisational behaviour, higher education, and knowledge management. Knowledge sharing items were adapted from Wang and Noe (2010), while self-efficacy items were based on Bandura (2001). Innovative work behaviour was measured using items adapted from Janssen (2000), and academic productivity was assessed through lecturers' perceptions of their effectiveness in teaching, research, supervision, publication, and institutional service activities.

All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was reviewed to ensure clarity and suitability for the Malaysian higher education context. Reliability and validity assessments were conducted within the PLS-SEM procedure. Composite reliability was used to assess internal consistency reliability, while convergent validity was evaluated using Average Variance Extracted (AVE). Discriminant validity was assessed using cross loadings, the Fornell-Larcker criterion, and the heterotrait-monotrait ratio (HTMT).

3.4 Data Analysis Technique

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. PLS-SEM was selected because the study aimed to predict relationships among constructs and examine complex interrelationships within an exploratory higher education context. The analysis involved two stages. First, the measurement model was evaluated to assess reliability and validity. Second, the structural model was examined using path coefficients and bootstrapping procedures to determine the significance of relationships among constructs. This approach provides a robust framework for examining how knowledge sharing and self-efficacy influence innovative work behaviour and academic productivity among lecturers.

4. Findings

This section presents the empirical findings of the study based on survey data collected from 312 lecturers from public and private higher education institutions in the Klang Valley. The data were analysed using Partial Least Squares Structural Equation Modeling to examine the relationships between knowledge sharing, self-efficacy, innovative work behaviour, self-leadership, and academic productivity. The findings are organised into respondent profile, measurement model results, structural model results, and model explanatory power.

4.1 Respondent Profile

The final dataset comprised 312 valid responses from lecturers representing various academic positions, including instructors, lecturers, senior lecturers, and professors. The respondents were drawn from both public and private higher education institutions located in the Klang Valley. This diverse representation ensures that the findings reflect a broad range of academic roles and institutional contexts. The sample size satisfies the recommended requirements for structural equation modeling and is adequate for analysing complex

relationships among multiple latent constructs. The inclusion of lecturers from different academic ranks strengthens the generalisability of the findings within the higher education context.

4.2 Measurement Model Results

Prior to examining the structural relationships, the measurement model was assessed to establish the reliability and validity of the constructs. Internal consistency reliability was evaluated using composite reliability values, while convergent validity was assessed through average variance extracted values. Discriminant validity was examined using cross loading analysis, the Fornell-Larcker criterion, and the heterotrait-monotrait ratio. The results indicate that all constructs achieved acceptable composite reliability values, exceeding the recommended threshold for social science research. Average variance extracted values were also above the minimum acceptable level, confirming adequate convergent validity. Cross loading results showed that all indicators loaded higher on their respective constructs than on other constructs, indicating satisfactory discriminant validity.

Although several heterotrait-monotrait ratio values exceeded the recommended threshold, this outcome is theoretically justifiable given the close conceptual relationships between knowledge sharing, innovative work behaviour, and academic productivity in academic environments. Overall, the measurement model was deemed adequate for subsequent structural model analysis. A summary of the measurement model assessment is presented in Table 1.

Table 1: Measurement Model Assessment

Construct	Composite Reliability	Average Variance Extracted
Knowledge Sharing	0.835	0.629
Self-efficacy	0.880	0.720
Innovative Work Behaviour	0.808	0.641
Academic Productivity	0.906	0.548
Self-leadership	0.887	0.664

4.3 Structural Model Results

The structural model was assessed to examine the relationships among knowledge sharing, self-efficacy, innovative work behaviour, self-leadership, and academic productivity. Hypothesis testing was conducted using a bootstrapping procedure with 5000 resamples to determine the significance of the path coefficients. The findings indicate that knowledge sharing has a strong and significant positive effect on academic productivity ($\beta = 0.717$, $p < 0.001$), suggesting that lecturers who actively share knowledge with colleagues demonstrate higher productivity across teaching, research, and academic service activities. Knowledge sharing also has a significant positive relationship with innovative work behaviour ($\beta = 0.607$, $p < 0.001$), indicating that collaborative academic practices foster creativity and innovation among lecturers.

However, knowledge sharing shows a significant negative relationship with self-leadership ($\beta = -0.277$, $p < 0.001$), suggesting that greater reliance on collaborative academic processes may reduce emphasis on individual self-regulation and shift work behaviour toward collective academic engagement.

Self-efficacy demonstrates a significant positive effect on innovative work behaviour ($\beta = 0.372$, $p < 0.001$) and academic productivity ($\beta = 0.295$, $p < 0.001$), indicating that lecturers with stronger confidence in their capabilities are more likely to engage in innovative practices and sustain academic performance. In addition, self-efficacy positively influences self-leadership ($\beta = 0.181$, $p = 0.001$), suggesting that confident lecturers are better able to regulate and manage their academic responsibilities. The structural model results are presented in Table 2.

Table 2: Structural Model Results

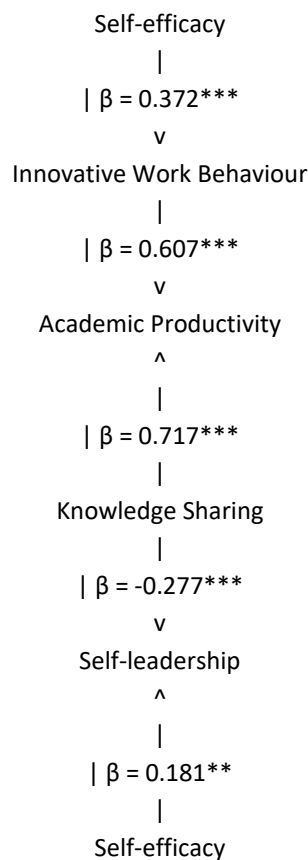
Relationship	Path Coefficient (β)	p Value
Knowledge Sharing → Academic Productivity	0.717	< 0.001
Knowledge Sharing → Innovative Work Behaviour	0.607	< 0.001
Knowledge Sharing → Self-leadership	-0.277	< 0.001
Self-efficacy → Innovative Work Behaviour	0.372	< 0.001
Self-efficacy → Academic Productivity	0.295	< 0.001
Self-efficacy → Self-leadership	0.181	0.001

4.4 Model Explanatory Power

The explanatory power of the model was evaluated using coefficient of determination values. The results show that innovative work behaviour recorded an R^2 value of 0.686, indicating that 68.6 percent of the variance in innovative work behaviour is explained by knowledge sharing and self-efficacy. This demonstrates a strong level of explanatory power for innovative behaviour among lecturers.

Academic productivity achieved an R^2 value of 0.769, indicating that 76.9 percent of the variance in academic productivity is explained by knowledge sharing and self-efficacy. This result confirms that collaborative academic practices and individual confidence are key predictors of lecturer productivity in higher education institutions.

In contrast, self-leadership recorded a lower R^2 value of 0.069, suggesting limited explanatory power. This outcome is acceptable given the behavioural nature of self-leadership and the influence of additional personal and contextual factors beyond the scope of this study. The structural relationships and explanatory power of the model are illustrated in Figure 1.



Notes:

*** $p < 0.001$

** $p = 0.001$

Figure 1: Structural Model Results Using Partial Least Squares Structural Equation Modeling (PLS-SEM)

5. Discussion

This section discusses the empirical findings of the study by interpreting the structural relationships identified through Partial Least Squares Structural Equation Modeling (PLS-SEM). The discussion focuses on how knowledge sharing and self-efficacy influence self-leadership, innovative work behaviour, and academic productivity among lecturers in higher education institutions in the Klang Valley. The findings are interpreted in relation to existing literature to highlight theoretical and practical implications.

5.1 Knowledge Sharing and Academic Productivity

The results demonstrate that knowledge sharing has a strong and positive influence on academic productivity, with the highest path coefficient observed in the structural model ($\beta = 0.717$, $p < 0.001$). This finding indicates that lecturers who actively engage in exchanging ideas, experiences, and academic resources tend to demonstrate higher levels of productivity across teaching, research, and scholarly engagement. The high explanatory power for academic productivity further confirms that collaborative academic practices play a central role in enhancing lecturer performance.

This finding is consistent with prior studies that emphasise the importance of collaborative knowledge environments in higher education institutions. Knowledge sharing enables lecturers to access collective expertise, improve instructional practices, strengthen research output, and reduce professional isolation. In knowledge intensive organisations such as universities, productivity is not solely an individual outcome but is shaped through interaction, collegiality, and shared academic norms. The strong relationship identified in this study reinforces the argument that institutional efforts to promote knowledge sharing can yield substantial performance benefits.

The present finding is also consistent with recent empirical evidence reported by Fullwood et al. (2013), who found that collaborative knowledge exchange enhances academic engagement and research performance among university staff. Similarly, Javaid et al. (2023) demonstrated that knowledge sharing positively influences innovation capability and organisational effectiveness in knowledge intensive environments. The consistency of these findings suggests that collaborative academic cultures remain a critical mechanism for sustaining lecturer productivity across different higher education contexts.

5.2 Knowledge Sharing and Innovative Work Behaviour

The analysis also reveals that knowledge sharing significantly predicts innovative work behaviour among lecturers ($\beta = 0.607$, $p < 0.001$). This finding suggests that when lecturers participate in active academic exchanges, they are more likely to generate new ideas, adopt novel teaching approaches, and engage in creative problem solving. Knowledge sharing creates an environment where experimentation and innovation are supported through peer learning and intellectual stimulation.

This result aligns with existing research that positions knowledge sharing as a catalyst for innovation in professional settings. In academic contexts, innovation often emerges from exposure to diverse perspectives and interdisciplinary collaboration. The findings of this study indicate that innovative work behaviour among lecturers is not an isolated individual trait but is fostered through social interaction and shared academic practices. This highlights the importance of creating institutional structures that encourage open communication and collaborative scholarship.

5.3 Knowledge Sharing and Self-leadership

Interestingly, the study finds a significant but negative relationship between knowledge sharing and self-leadership ($\beta = -0.277$, $p < 0.001$). This suggests that increased engagement in collective knowledge sharing activities does not necessarily strengthen individual self-leadership capacity and may, in some contexts, reduce reliance on self-directed regulation. This finding provides an important contribution to the literature by challenging the assumption that collaborative practices always enhance individual leadership behaviours.

One possible explanation for this relationship is that highly collaborative academic environments may encourage shared decision making and collective responsibility, thereby reducing the emphasis on individual self-regulation and autonomous leadership. In such contexts, lecturers may rely more on group norms and peer guidance rather than self-initiated leadership behaviours. This finding suggests that while knowledge sharing enhances

productivity and innovation, it may also reshape how leadership is enacted within academic settings, shifting from individual to collective orientations.

5.4 Self-Efficacy and Self-Leadership

The results indicate that self-efficacy positively influences self-leadership among lecturers ($\beta = 0.181$, $p = 0.001$). This relationship suggests that lecturers who have stronger confidence in their capabilities are more likely to regulate their own behaviour, set academic goals, and manage professional responsibilities effectively. Although the effect size is moderate, the relationship remains statistically significant and theoretically meaningful.

This finding supports social cognitive theory, which posits that belief in one's capabilities influences self-regulation and goal-directed behaviour. In higher education, lecturers with higher self-efficacy are better positioned to navigate complex academic roles and maintain control over their professional development. The result underscores the importance of psychological capacity in enabling lecturers to exercise self-leadership within demanding academic environments.

5.5 Self-Efficacy and Innovative Work Behaviour

Self-efficacy is also found to be a significant predictor of innovative work behaviour ($\beta = 0.372$, $p < 0.001$). This indicates that lecturers who believe in their ability to perform academic tasks are more willing to experiment, adopt new teaching strategies, and engage in innovative research practices. Confidence in personal capability appears to reduce fear of failure and encourages proactive engagement in innovation-related activities.

This finding aligns with prior empirical studies that identify self-efficacy as a key psychological driver of creativity and innovation. In academic settings, innovation often requires persistence, experimentation, and risk taking. Lecturers with higher self-efficacy are more likely to sustain innovative behaviour despite challenges such as limited resources or institutional constraints. This highlights the role of psychological empowerment in fostering innovation within higher education institutions.

This finding is consistent with Tierney and Farmer (2002), who reported that individuals with stronger self-efficacy are more likely to engage in creative and innovative activities because they possess greater confidence in their ability to overcome uncertainty and implement new ideas successfully. The current study extends this understanding to the higher education context by demonstrating that lecturer innovation is strongly influenced by psychological confidence alongside collaborative academic practices.

5.6 Self-Efficacy and Academic Productivity

The structural model further demonstrates that self-efficacy has a positive and significant effect on academic productivity ($\beta = 0.295$, $p < 0.001$). This finding suggests that lecturers who possess higher confidence in their academic abilities tend to perform more effectively across multiple academic roles. Self-efficacy enhances motivation, persistence, and adaptive behaviour, which collectively contribute to sustained productivity.

This result reinforces the argument that academic productivity is influenced not only by institutional policies but also by internal psychological resources. Lecturers with strong self-efficacy are more resilient in managing workload demands and maintaining consistent engagement in teaching and research activities. The findings suggest that interventions aimed at strengthening lecturer self-efficacy may have a meaningful impact on institutional performance outcomes.

5.7 Study Limitations

Several limitations should be acknowledged when interpreting the findings of this study. First, the study employed a cross-sectional research design, which limits the ability to establish causal relationships among the constructs. Future studies may adopt longitudinal approaches to examine how knowledge sharing, self-efficacy, and academic productivity evolve over time.

Second, the study focused only on lecturers from higher education institutions located in the Klang Valley, which may limit the generalisability of the findings to other geographical or institutional contexts. Future research should include broader samples from different regions and institutional categories.

Third, the study relied on self-reported survey data, which may be influenced by common method bias and respondents' subjective perceptions. Future studies may benefit from incorporating multiple data sources,

including objective performance indicators and qualitative approaches, to obtain a more comprehensive understanding of lecturer productivity and innovative behaviour. Despite these limitations, the study provides important empirical insights into the combined influence of collaborative and psychological factors on academic productivity and innovative work behaviour among lecturers in higher education institutions.

6. Conclusion

This study set out to examine the roles of knowledge sharing and self-efficacy in predicting self-leadership, innovative work behaviour, and academic productivity among lecturers in higher education institutions in the Klang Valley. Using Partial Least Squares Structural Equation Modeling and data collected from 312 lecturers, the study provides empirical evidence that both collaborative academic practices and psychological resources are critical determinants of lecturer performance.

The findings demonstrate that knowledge sharing is a powerful predictor of academic productivity and innovative work behaviour, highlighting the importance of collaborative environments in knowledge intensive organisations such as universities. Lecturers who actively engage in sharing ideas, expertise, and academic experiences are more likely to demonstrate higher productivity and stronger innovative behaviour. However, the negative relationship between knowledge sharing and self-leadership suggests that increased collaboration may shift leadership orientation from individual self-regulation towards more collective academic engagement. This finding adds nuance to existing literature by illustrating that collaboration does not uniformly strengthen all individual capacities.

In addition, self-efficacy emerges as a significant psychological resource that enhances self-leadership, innovative work behaviour, and academic productivity. Lecturers who possess stronger confidence in their academic abilities are better equipped to regulate their work behaviour, pursue innovative approaches, and sustain performance across teaching and research responsibilities. Together, these findings confirm that lecturer productivity is shaped by an interaction between internal psychological capacity and external collaborative practices rather than by structural or policy factors alone.

Overall, this study contributes to higher education research by offering an integrated perspective on academic productivity that combines social and psychological dimensions. The results underscore the need for higher education institutions to move beyond performance monitoring mechanisms and instead focus on cultivating supportive academic cultures that promote knowledge sharing and strengthen lecturer self-efficacy. Such an approach is essential for sustaining academic excellence in increasingly complex and competitive higher education environments.

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Ethics Declaration

The authors declare that they have no competing interests.

AI Declaration

This work involved the use of AI tools to assist with [e.g., grammar checking, idea generation, formatting, summarization]. The final content was reviewed and edited by the author(s) to ensure accuracy, originality, and adherence to academic standards. No AI-generated content was submitted without critical human oversight.

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