

Knowledge Sharing Behavior among Non-Academic Staff in Malaysian Higher Education: The Role of Trust, Religiosity, Self-Efficacy and Enjoyment of Helping Others

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Abstract: In today's knowledge-driven economy, effective knowledge management is essential for organizational success, particularly in higher education institutions (HEIs) where non-academic staff play a critical role in supporting core operations. While previous research has largely focused on academic personnel, limited attention has been given to the knowledge-sharing behavior of non-academic staff. This study investigates the key factors influencing knowledge sharing among non-academic staff at the International Islamic University Malaysia (IIUM) Gombak Campus, examining the roles of trust, religiosity, self-efficacy, and enjoyment of helping others. Adopting a quantitative, non-experimental design, data were collected through structured questionnaires distributed to 102 non-academic employees across various departments. Descriptive, reliability, and multiple regression analyses were conducted using SPSS. The findings reveal that self-efficacy is the most significant predictor of knowledge sharing behavior, followed by trust, which also demonstrated a strong positive influence. In contrast, religiosity did not show a statistically significant effect, and enjoyment of helping others revealed a non-significant negative relationship. These results suggest that confidence in one's abilities and a trustworthy work environment are crucial enablers of knowledge sharing, while intrinsic altruistic motives and religious commitment may not directly drive such behavior in this context. The study provides valuable implications for higher education administrators to foster a knowledge-sharing culture by enhancing employee confidence and trust-building initiatives. It also highlights the need for further research to explore additional factors and contexts that may influence non-academic staff's knowledge-sharing practices.

Keywords: *Knowledge Sharing Behavior, Trust, Religiosity, Self-Efficacy, and Enjoyment of Helping Others.*

1. Introduction and Background

In today's knowledge-intensive economy, effective knowledge sharing is crucial for organizational competitiveness, sustainability, and growth. Knowledge sharing refers to the voluntary act of exchanging information, experiences, and expertise among individuals within an organization to enhance collective performance and decision-making (Peng, 2007; Wang & Noe, 2010). As organizations increasingly recognize knowledge as a vital strategic resource, fostering a culture of knowledge sharing becomes essential (Bogdanowicz & Bailey, 2002; Hislop et al., 2018).

In Malaysia's higher learning institutions (HLIs), knowledge sharing has attracted growing attention due to its potential to improve institutional efficiency and service quality (Chin, Yee, & Geok, 2014; Ahmad et al., 2021). The Malaysian government has introduced various initiatives to encourage knowledge-sharing practices in both public and private HLIs. However, most previous studies have focused on academic staff, leaving the knowledge sharing behavior of non-academic staff underexplored (Normala et al., 2009; Aahad & Suhaimi, 2011). Non-academic staff play vital roles in administrative, operational, and student support functions. Their work significantly contributes to institutional performance and student satisfaction. Understanding the factors that influence their knowledge-sharing behavior is critical for improving overall organizational effectiveness.

Non-academic staff in HLIs, such as at the International Islamic University Malaysia (IIUM), are involved in diverse support functions, including admissions, student affairs, residential services, transport, international cultural centers, and faculty administrative units. Each department interacts closely with students, academic

staff, and external stakeholders. As they manage student records, program administration, and institutional services, knowledge sharing among non-academic staff ensures smooth coordination, reduces redundancy, and enables efficient service delivery.

However, several barriers to knowledge sharing exist. These include the lack of trust among employees, insufficient communication across departments, and the absence of established mechanisms for sharing expertise. According to Azizah, Roziana, and Siti (2014), most studies of knowledge sharing in Malaysia have examined academic staff, failing to address the unique dynamics experienced by support staff. As each cohort of students cycles through the system, the knowledge required for administrative processes—such as enrollment, graduation, and program transfers—must be effectively passed among staff members to avoid operational delays and inefficiencies.

Trust is a critical determinant of knowledge-sharing behavior (Dirks & Ferrin, 2002; Chughtai, 2016). When staff trust their colleagues' intentions and reliability, they are more willing to share valuable knowledge without fear of negative consequences or exploitation. In contrast, a lack of trust discourages open exchange, especially when inter-departmental relationships are weak. IIUM's unique Islamic context adds another layer of complexity, as Islamic teachings strongly emphasize knowledge seeking and dissemination. The Quran and Hadith consistently encourage Muslims to pursue knowledge and share it for the benefit of others (Ali, 2010; Naresh & Raduan, 2012). Nevertheless, even within religious organizations, some employees may hesitate to share job-related knowledge due to personal or organizational factors. This raises the question of whether religiosity directly influences knowledge-sharing behavior in the workplace.

Self-efficacy also plays a significant role in determining whether individuals engage in knowledge sharing (Bandura, 1997; Lunenburg, 2011). Employees with high self-efficacy believe in their ability to contribute meaningful knowledge and often take proactive steps to assist others. They view sharing as an opportunity to support colleagues and contribute to organizational success. In IIUM's context, where non-academic staff frequently collaborate across multiple departments, self-efficacy may determine their willingness to share expertise and assist others in problem-solving.

Enjoyment of helping others, often linked to altruism, is another factor influencing knowledge sharing (Wasko & Faraj, 2005; Chou et al., 2010). Some individuals derive intrinsic satisfaction from assisting colleagues, regardless of extrinsic rewards. In collaborative work environments, this enjoyment can motivate employees to offer their knowledge voluntarily, fostering a positive knowledge-sharing culture.

The current study aims to examine these four key factors—trust, religiosity, self-efficacy, and enjoyment of helping others—and their relationships with knowledge sharing behavior among non-academic staff at IIUM. Specifically, the study seeks to answer the following research questions:

- Is there a significant relationship between trust and knowledge-sharing behavior?
- Is there a significant relationship between religiosity and knowledge-sharing behavior?
- Is there a significant relationship between self-efficacy and knowledge sharing behavior?
- Is there a significant relationship between the enjoyment of helping others and knowledge-sharing behavior?
- What is the strongest contributor that influences knowledge sharing behavior?

The objectives of this research are to analyze these relationships and identify the most influential factor promoting knowledge sharing among non-academic staff. While Noor, Normala, and Wan (2012) have applied the Theory of Planned Behavior to study knowledge sharing among academic staff, research on non-academic personnel remains scarce. Similarly, Azizah et al. (2014) discussed self-efficacy's moderating role in knowledge sharing among academics. Aahad and Suhaimi (2011) extended this research to non-academic staff in both public and private HLIs but found a need for a deeper understanding of institutional and cultural influences.

Ultimately, this study aims to provide higher education administrators with practical insights for enhancing a knowledge-sharing culture among non-academic staff. By identifying the key motivators and barriers, institutions can design interventions that promote collaboration, improve service delivery, and optimize organizational learning.

2. Literature Review

Knowledge Sharing Behavior: In Malaysia's dynamic knowledge economy, higher education institutions (HEIs) play a crucial role in producing highly skilled graduates to meet industry demands. Both public and private HEIs have expanded significantly, resulting in growing interest in knowledge sharing practices, especially among academic staff (Chin, Geok, & Yee, 2013; Ahmad et al., 2021; Lee & Wong, 2022). Knowledge sharing fosters collaboration, innovation, and organizational learning, which are essential for institutional performance and competitiveness.

Chin et al. (2013) found that private universities demonstrated stronger knowledge-sharing tendencies than public universities, attributing this to effective use of non-monetary rewards and fair performance appraisals. In contrast, public universities benefit more from monetary rewards, public recognition, and technology-supported sharing systems.

While earlier studies indicated that academic staff recognize the importance of knowledge sharing, actual sharing behavior remains inconsistent due to barriers such as time constraints and fear of knowledge misuse (Ali et al., 2022). Eugene et al. (2012) emphasized that trust and perceived enjoyment significantly influence knowledge sharing among administrative staff, though mutual reciprocity has a limited effect.

More recently, researchers have turned their attention to non-academic staff, recognizing their vital role in organizational success (Sawsan, Ibrahim, & Talib, 2015; Hassan, Abdullah, & Saad, 2022). Rahman et al. (2015) and newer studies (Mohamad et al., 2023; Abdullah & Ismail, 2023) emphasize that factors such as trust, motivation, leadership, social networks, and psychological safety significantly affect knowledge sharing among non-academic staff, especially in adapting to post-pandemic hybrid work environments.

Trust: Trust plays a central role in enabling effective knowledge sharing and fostering productive social interactions within organizations. Employees are more likely to share knowledge when they perceive their colleagues as honest, trustworthy, and reliable (Chughtai, 2016; Hisham & Sulaiman, 2015; Akram et al., 2021; Abubakar et al., 2022). High levels of trust reduce concerns about negative consequences or misuse of shared information, thereby encouraging open knowledge exchange (Eugene et al., 2012; Dirks & Ferrin, 2002; Mansoor et al., 2022).

Several dimensions of trust have been identified in previous research. Abel et al. (2007) outlined four core elements of trust: concern (benevolence), reliability (integrity), competence (ability), and openness. These dimensions align with broader psychological constructs, where benevolence reflects genuine care for others, integrity reflects honesty and consistency, and competence denotes technical skill and expertise (Le & Lei, 2023). Collectively, these elements shape individuals' willingness to engage in knowledge-sharing behaviors.

The IBM Institute for Knowledge-Based Organization (Lisa et al., 2002) further distinguished between two primary forms of trust relevant to knowledge sharing: benevolence-based trust and competence-based trust. Benevolence-based trust relates to one's belief that a knowledge source has good intentions and would not intentionally cause harm, while competence-based trust reflects confidence in the knowledge source's expertise and capability to provide accurate information.

Lisa et al. (2002) demonstrated that both forms of trust can operate independently but are most effective when combined. Recent studies continue to affirm that trust—both in terms of benevolence and competence—remains a critical factor in creating psychologically safe environments that support knowledge sharing, especially in hybrid and virtual work contexts (Nguyen et al., 2022; Khalid et al., 2023).

These findings underscore the importance of building trust-based relationships in organizations to facilitate effective knowledge sharing. Strengthening both competence and benevolence within professional relationships can significantly enhance organizational learning and performance (Wang & Noe, 2010; Chiu et al., 2006; Hassan & Ahmad, 2023).

H1: There is a significant relationship between trust and knowledge-sharing behavior.

Religiosity: Employee knowledge is one of the most valuable assets within any organization. Recognizing the importance of sharing expertise, many organizations have increasingly emphasized knowledge sharing as a strategy to promote learning, enhance decision-making, and maintain competitiveness in the global market (Wang & Noe, 2010; Hislop et al., 2018). When employees withhold their expertise, both the organization and the individual may miss opportunities for growth and innovation, weakening overall performance.

From an Islamic perspective, knowledge sharing holds significant spiritual and ethical importance. As emphasized by Aahad and Suhaimi (2011), sharing knowledge is considered an amanah (trust or responsibility), where Muslims are obligated to disseminate beneficial knowledge as part of their duty to God and society. Numerous Quranic verses and Hadiths reinforce the obligation to seek, teach, and share knowledge to benefit others and promote societal advancement (Naresh & Raduan, 2012; Mohd Nor & Mohd Noor, 2021). For example, the Quran states: “Read! In the name of your Lord Who created. Created man from a clot. Read! And your Lord is the Most Generous—Who taught by the pen—Taught man that which he knew not” (Qur'an, 96:1-5). This verse reflects the divine emphasis on the pursuit and dissemination of knowledge.

Similarly, Prophet Muhammad (PBUH) emphasized that knowledge and work are both blessed, but blessings are diminished if individuals fail to apply and share their knowledge (Ali, 2010; Naresh & Raduan, 2012). Religiosity, therefore, is seen as a motivating factor that encourages Muslims to engage in knowledge sharing not only for organizational benefit but also for spiritual fulfillment.

Although religious teachings strongly advocate for knowledge sharing, the degree to which religiosity influences actual knowledge-sharing behavior within the workplace remains an empirical question. This study aims to explore whether religiosity significantly impacts knowledge sharing among Muslim employees, particularly within Islamic institutions such as IIUM.

H2: There is a significant relationship between religiosity and knowledge-sharing behavior.

Self-efficacy: Extensive research has identified self-efficacy as a key motivational factor influencing knowledge sharing behavior within organizations (Endres, Chowdhury, & Alam, 2007; Wang & Noe, 2010; Nazir et al., 2021; Li, Huang, & Li, 2022). Self-efficacy reflects an individual's belief in their capacity to successfully perform tasks, including sharing knowledge. Employees with high self-efficacy are more confident in their expertise and more willing to share knowledge with others (Bandura, 1997; Al-Hawari, 2020; Lunenburg, 2011).

According to Bandura's (1997) social cognitive theory, self-efficacy influences individuals' choices, efforts, and persistence in learning and contributing to organizational knowledge. Employees with strong self-efficacy view knowledge sharing as valuable and are more likely to engage consistently in such behaviors (Cabrera & Cabrera, 2002; Abdullah et al., 2023). Conversely, individuals with lower self-efficacy may hesitate to share knowledge due to self-doubt or fear of providing inaccurate information (Azizah et al., 2014; Kumpikaitė-Valiūnienė et al., 2021).

Lunenburg (2011) emphasized that self-efficacy derives from four main sources: mastery experiences (past performance), vicarious experiences (observing others), verbal persuasion (encouragement), and emotional arousal (managing anxiety). These sources shape employees' confidence and influence their willingness to share knowledge. In the workplace, repeated engagement in knowledge sharing can turn the behavior into a habitual practice, fostering a culture of collaboration (Endres et al., 2007; Chen et al., 2023).

Moreover, high self-efficacy not only improves individual performance but can contribute to collective team confidence, enhancing organizational adaptability and responsiveness to competitive challenges (Li, 2013; Feng & Wang, 2022). Olowodunoye (2015) also emphasized that employees' belief in their ability to share valuable knowledge significantly impacts their participation in knowledge sharing. In this context, self-efficacy remains a crucial determinant for overcoming knowledge hoarding and promoting knowledge dissemination across organizational boundaries (Sun et al., 2023).

H3: There is a significant relationship between self-efficacy and knowledge sharing behavior.

Enjoyment of Helping Others: In this study, enjoyment of helping others is closely associated with perceived enjoyment, which refers to the intrinsic pleasure individuals experience when engaging in behaviors such as

knowledge sharing (Eugene et al., 2012; Chiu et al., 2006; Ahmad, Malik, & Rehman, 2021). This intrinsic motivation is grounded in altruism—the desire to help others without expecting tangible rewards (Purbudi & Rahab, 2013; Deci & Ryan, 2000; Valaei et al., 2021). Even without direct personal benefits, the emotional satisfaction gained from supporting colleagues becomes a strong internal driver for knowledge sharing (Nguyen & Malik, 2022; Purbudi & Rahab, 2013).

Employees often perceive solving problems for others as intellectually stimulating and emotionally fulfilling. When individuals feel rewarded by contributing to others' success, they are more likely to share their expertise and collaborate actively (Hisham & Sulaiman, 2015; Chou, Hung, & Lai, 2010; Liu, Liu, & Xu, 2022). Knowledge contributors who enjoy helping others generally display cooperative, approachable, and proactive behavior, which strengthens knowledge flows within organizations (Wang & Noe, 2010; Noor et al., 2021).

Faraj and Wasko (2000) further argued that participants in both online and organizational networks are intrinsically motivated to share knowledge because they view it as socially valuable and morally meaningful. Recent studies continue to support this notion, highlighting that enjoyment and moral obligation significantly drive knowledge sharing in modern knowledge-based organizations (Hashim & Sulaiman, 2015; Baqutayan, Majid, & Shadiya, 2012; Hsu et al., 2007; Lee, Wong, & Goh, 2023).

Thus, perceived enjoyment plays a crucial role in promoting knowledge-sharing behavior. When employees genuinely enjoy helping others, organizations benefit from stronger collaboration, deeper social connections, and a more vibrant knowledge-sharing culture (Deci & Ryan, 2000; Wang & Noe, 2010; Li, Huang, & Wang, 2023).

H4: There is a significant relationship between the enjoyment of helping others and knowledge-sharing behavior.

3. Research Methodology

This study adopts a quantitative, non-experimental research design using a structured survey to examine knowledge sharing behavior among non-academic staff. Quantitative research is widely used in business studies to measure opinions, attitudes, behaviors, and relationships (Saunders et al., 2020; Sekaran & Bougie, 2020). Specifically, this study employs a descriptive design to collect data that describe characteristics of respondents, events, and situations relevant to knowledge sharing in IIUM (Creswell & Creswell, 2022).

The target population includes 1,120 non-academic staff at IIUM Gombak Campus, selected from various administrative departments. A purposive quota sampling method was applied to ensure proportional representation of departments, including Admissions, Student Affairs, International Islamic Culture Centre, Management Services, Transport Unit, Residential Services, Mosque Department, and Curricular Activities Centre. Quota sampling allows researchers to capture sufficient variability across subgroups while focusing on the specific research population (Etikan, 2021).

A total of 110 questionnaires were distributed based on the guidelines for sample size proposed by Roscoe (Sekaran & Bougie, 2020). The questionnaire contained six sections: demographics, knowledge sharing behavior, trust, religiosity, self-efficacy, and enjoyment of helping others. Established instruments from previous studies were adapted, including scales by Bock et al. (2005), Naresh and Raduan (2012), Hisham and Sulaiman (2015), and Yu et al. (2010), which have since been widely validated and applied in recent knowledge sharing research (Nguyen et al., 2022; Hassan et al., 2023).

Data analysis was conducted using SPSS Version 20. Statistical tests included descriptive statistics, reliability analysis using Cronbach's alpha to assess internal consistency, frequency analysis for respondent profiling, and multiple regression analysis to test the relationships between independent variables (trust, religiosity, self-efficacy, and enjoyment of helping others) and the dependent variable—knowledge sharing behavior (Ali et al., 2023; Abdullah et al., 2023).

4. Findings and Analysis

Demographic Analysis: Based on Table 1 below, the frequency and percentage distribution of respondents by gender show that there are 43 male respondents (42.2%) and 59 female respondents (57.8%), totaling 102 participants. This indicates that the study is predominantly represented by female respondents. In terms of age, the smallest group consists of 14 respondents (13.7%) aged 18–27 years, while the largest group falls within the 28–37 years age range, comprising 34 respondents (33.3%). This suggests that most respondents are middle-aged employees.

Regarding job positions, most respondents are Administrative Assistants (N17) or Senior Administrative Assistants (N22), totaling 53 individuals (52.0%). This is followed by Assistant Directors (N41) and Senior Assistant Directors (N44) with 32 respondents (31.4%). The next group includes Assistant Administrative Officers (N27) and Senior Assistant Administrative Officers (N29). The least represented category is Technicians (J17) and Senior Technicians (J122) with only 1 respondent (1.0%).

In terms of years of service, the highest proportion of respondents, 31 individuals (30.4%), have served 11–19 years. This is followed by 26 respondents (25.5%) with 20 years or above of service, 24 respondents (23.5%) with 1–5 years, and 17 respondents (16.7%) with 6–10 years. The smallest group comprises 4 respondents (3.9%) with less than 1 year of service.

For educational background, the highest proportion holds a Bachelor's Degree (33.3%), followed by SPM holders (26.5%), Diploma holders (23.5%), Master's Degree holders (8.8%), and STPM holders (7.8%). This indicates that the majority of administrative staff in the sample possess a Degree qualification.

Table 1: Summary of Respondents' Demographic Profiles

Demographic Information		Frequency	Percentage (%)
Gender	Male	43	42.2
	Female	59	57.8
Age	18-27 years old	14	13.7
	28-37 years old	34	33.3
	38-47 years old	30	29.4
	48-60 years old	24	23.5
Position	N17-N22	53	52.0
	N27-N29	16	15.7
	N41-N44	32	31.4
	J17-J22	1	1.0
Working Experience	Less than a year	4	3.9
	1-5 years	24	23.5
	6-10 years	17	16.7
	11-19 years	31	30.4
	20 years and above	26	25.5
Education Level	SPM	27	26.5
	STPM	8	7.8
	Diploma	24	23.5
	Bachelor Degree	34	33.3
	Master	9	8.8

Reliability Analysis: Reliability of the measurement instrument in this study was assessed to determine both its consistency and stability. Consistency reflects how well the items collectively measure each specific construct, while stability indicates the instrument's ability to produce consistent results over time. Cronbach's alpha was employed as the reliability coefficient to evaluate the internal consistency of the variables, as recommended by Bougie and Sekaran (2013).

According to their guidelines, alpha values above 0.80 indicate good reliability, values in the 0.70 range are acceptable, and values below 0.60 are considered poor. Based on Table 2, all constructs used in this study demonstrated strong internal consistency, with Cronbach's alpha values exceeding the 0.80 threshold. The independent variable Enjoyment of Helping Others achieved the highest reliability score at 0.913, indicating excellent internal consistency among its items. This was followed by Trust ($\alpha = 0.875$) and both Religiosity and Self-Efficacy, which shared identical values at 0.869, all indicating good reliability. The dependent variable, Knowledge Sharing Behavior, also showed a high reliability score of 0.887, confirming that the items used to measure this construct are sufficient and positively correlated.

Table 2: Reliability Analysis Results

Variables	No. of Items	Cronbach's Alpha	Degree of Reliability
Knowledge Sharing Behavior	7	0.887	Good
Trust	7	0.875	Good
Religiosity	7	0.869	Good
Self-Efficacy	7	0.869	Good
Enjoyment of Helping Others	7	0.913	Excellent

Descriptive Analysis: The study employed descriptive analysis to assess the mean and standard deviation of key variables using a five-point Likert scale. The interpretation scale was categorized into three levels: low (1.00–2.33), moderate (2.34–3.67), and high (3.68–5.00). The results revealed that all five variables scored within the high range, indicating strong agreement among respondents.

According to Table 3, religiosity recorded the highest mean score (mean = 4.3235, SD = 0.45970), suggesting that respondents strongly embrace religious values, which may positively influence their ethical commitment and collaborative behavior in the workplace. This was followed closely by Enjoyment of Helping Others (mean = 4.3011, SD = 0.44450), implying that non-academic staff at IIUM derive intrinsic satisfaction from assisting colleagues, which supports the development of a knowledge-sharing culture.

The dependent variable, Knowledge Sharing Behavior, also showed a high mean score of 4.0784 (SD = 0.45426), indicating that knowledge sharing is actively practiced among staff members. Self-Efficacy scored 4.0420 (SD = 0.41520), reflecting a strong sense of personal confidence and perceived competence in sharing knowledge. Trust had the lowest mean among the variables, though still in the high category, with a score of 3.9440 (SD = 0.45848). This suggests that while trust exists among staff, it may be slightly less dominant compared to other motivating factors.

Table 3: Mean and Standard Deviation for Independent Variables and Dependent Variable

Variables	Mean	Std. Deviation (SD)	Minimum	Maximum
Knowledge Sharing Behavior	4.0784	0.45426	2.86	5.00
Trust	3.9440	0.45848	2.43	5.00
Religiosity	4.3235	0.45970	3.00	5.00
Self-Efficacy	4.0420	0.41520	3.00	5.00
Enjoyment of Helping Others	4.3011	0.44450	3.00	5.00

Multiple Regression Analysis: The multiple regression analysis was conducted to investigate the impact of trust, religiosity, self-efficacy, and enjoyment of helping others on knowledge sharing behavior among non-academic staff. The model shown in Table 4 produced an R value of 0.702, indicating a strong positive relationship between the combined independent variables and knowledge sharing behavior. The R^2 value of 0.493 suggests that approximately 49.3% of the variance in knowledge sharing behavior can be explained by these four predictors. The model was statistically significant overall, as indicated by the F-statistic value of 23.547 and a significance level of $p = 0.000$.

Table 4: Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	0.912		2.285	0.025
	Trust	0.326	0.329	3.968	0.000
	Religiosity	0.023	0.023	0.263	0.793
	Self-Efficacy	0.632	0.578	5.860	0.000
	Enjoyment of Helping Others	-0.180	-0.176	-0.176	0.064
	R	0.702 ^a			
	R Square	0.493			
	F	23.547			
	Sig.	0.000 ^b			

Dependent Variable: Knowledge Sharing Behavior

Predictors: (Constant), Trust, Religiosity, Self-Efficacy, Enjoyment of Helping Others

Discussion

Discussion of Results: Trust emerged as a statistically significant predictor of knowledge sharing behavior ($\beta = 0.329$, $p = 0.000$), highlighting its crucial role in fostering open and effective exchange of information among colleagues. Therefore, the H1 was accepted. Recent research by Abualoush et al. (2020) highlighted that organizational trust positively influences knowledge-sharing behaviors, which in turn enhance innovation performance. Additionally, Omerzel and Gulev (2021) observed that trust within SMEs strengthens the link between knowledge sharing and firm competitiveness.

In contrast, religiosity did not significantly influence knowledge sharing behavior ($\beta = 0.023$, $p = 0.793$). Therefore, H2 was rejected. While religious values may promote moral conduct, they may not directly translate into workplace behaviors—especially in contexts where other motivational drivers, such as trust or self-efficacy, are more influential (Zhang et al., 2022). This could be due to a lack of reinforcement from organizational culture or leadership, which may limit the impact of personal beliefs on professional actions (Ajmal & Helo, 2010). Moreover, the uniformly high religiosity scores among respondents may have reduced variability, making it difficult to detect a significant relationship (Hair et al., 2014). Future studies could examine religiosity as a mediating or moderating factor to gain deeper insights into its role.

When examining individual predictors, self-efficacy emerged as the most influential variable in predicting knowledge sharing behavior ($\beta = 0.578$, $p = 0.000$). Therefore, the H3 was accepted. This finding is consistent with recent studies demonstrating that self-efficacy significantly enhances knowledge sharing by increasing confidence in one's ability to contribute meaningfully (Islam et al., 2021; Lee et al., 2020). For example, Islam et al. (2021) found that knowledge self-efficacy positively influenced knowledge-sharing intentions among IT professionals in Bangladesh. Similarly, Lee et al. (2020) emphasized that employees with higher creative self-efficacy are more inclined to share ideas and collaborate, especially in innovation-driven settings.

Interestingly, enjoyment of helping others showed a negative beta value ($\beta = -0.176$, $p = 0.064$), indicating a non-significant and unexpected inverse relationship. Therefore, H4 was rejected. This aligns with recent findings by Kuo and Young (2021), who noted that intrinsic motivation such as enjoyment is more effective in promoting knowledge sharing when coupled with organizational support and a psychologically safe environment. In this study, while respondents reported a high level of enjoyment in helping others, this factor alone may not have been strong enough to influence their actual knowledge-sharing behavior. Without sufficient structural support, recognition, or a collaborative culture, intrinsic enjoyment may remain personal and not translate into action (Wasko & Faraj, 2005). Furthermore, competing workplace priorities or lack of time could suppress the positive influence of altruistic motivations (Cabrera & Cabrera, 2002).

In conclusion, the findings highlight that self-efficacy and trust are significant predictors of knowledge sharing behavior, with self-efficacy being the strongest contributor. Meanwhile, religiosity and enjoyment in helping others, though conceptually relevant, did not significantly impact knowledge sharing in this study.

5. Recommendations and Conclusion

Recommendations for the Top Management of International Islamic University Malaysia (IIUM): Based on the findings of this study, several recommendations are proposed to enhance knowledge sharing behavior among non-academic staff in higher education institutions. First, management should foster a supportive environment that encourages voluntary knowledge sharing without the need for directive or compulsory instructions. Creating such a culture empowers employees and enhances their self-efficacy, identified as the most significant predictor of knowledge sharing in this study. To further reinforce this behavior, organizations should initiate awareness campaigns and educational programs that highlight the value and benefits of knowledge sharing for both individuals and the institution.

In addition, regular seminars or workshops can be conducted to develop staff confidence and interpersonal trust, providing opportunities to learn and practice knowledge-sharing skills. These initiatives can strengthen not only individual competencies but also promote a collaborative organizational culture. Although the study found that religiosity was not a significant predictor, it is important to recognize that even institutions with strong religious foundations, such as IIUM, may face challenges in encouraging knowledge sharing. Thus, strategies should focus more on practical and psychological enablers such as trust and self-belief rather than solely on religious values.

Furthermore, organizations should ensure that sharing knowledge is convenient and accessible. This can be achieved by offering multiple knowledge-sharing platforms, including internal social networking tools, collaborative portals, and mobile-friendly applications. Making these systems user-friendly and readily available can lower barriers to participation and improve overall engagement. Collectively, these strategies aim to create a work environment where knowledge is shared freely and routinely, contributing to continuous improvement and institutional success.

Recommendations for Future Researchers: For future research, it is recommended to broaden the study by including non-academic staff from other IIUM campuses or different higher education institutions to enhance generalizability. Researchers should also explore additional factors such as organizational commitment, leadership style, and digital literacy that may influence knowledge sharing. A mixed-methods approach is encouraged to gain deeper insights, particularly to explain why some variables may show limited impact. Future studies could also examine mediating or moderating effects, such as job satisfaction or motivation. Comparing academic and non-academic staff would provide valuable perspectives on differing influences. Longitudinal studies are suggested to track behavioral changes over time. Finally, researchers should consider exploring Islamic values and spiritual leadership in greater depth to understand their role in knowledge sharing within faith-based institutions like IIUM.

Limitations: This study has several limitations. Firstly, it focused only on non-academic staff at IIUM Gombak campus, limiting the generalizability of the findings to other campuses or higher education institutions in Malaysia. Secondly, the sample size, while adequate, may not fully represent the diversity of non-academic staff roles and experiences. Additionally, since this study employed purposive quota sampling rather than random sampling, there is a potential for selection bias. The results may not fully represent the entire population of non-academic staff, and caution should be exercised when generalizing the findings beyond the sampled departments. Future research using probability sampling methods is recommended to enhance representativeness and reduce potential bias. Thirdly, the study used a quantitative, cross-sectional design, which restricts the ability to examine changes in knowledge sharing behavior over time or establish causality. Additionally, self-reported data collected through questionnaires may be subject to social desirability bias, where respondents provide answers they believe are favorable. Lastly, the study only considered four independent variables (trust, religiosity, self-efficacy, and enjoyment of helping others), excluding other potential influencing factors such as organizational culture, leadership style, and technological infrastructure.

Conclusion: This study investigated the factors influencing knowledge sharing behavior among non-academic staff at IIUM Gombak, focusing on trust, religiosity, self-efficacy, and enjoyment of helping others. The results revealed that self-efficacy and trust significantly and positively influence knowledge sharing, indicating that confidence in one's capabilities and interpersonal trust are key drivers. In contrast, religiosity and enjoyment of helping others did not show significant influence, suggesting that other contextual or organizational factors may play a greater role. Overall, the findings underscore the importance of enhancing staff confidence and fostering trustful work relationships to promote a knowledge-sharing culture. These insights are valuable for higher education administrators aiming to strengthen collaboration and performance among support staff. Further research is encouraged to address the study's limitations and explore additional variables that may impact knowledge sharing behavior.

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