

## Information sharing practices and work withdrawal behaviour of administrative staff: mediating role of job satisfaction

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### Abstract

*This study investigates the role of information sharing practices in promoting job satisfaction and reducing work withdrawal behaviours among administrative staff of public university in Ghana. Framed within the social exchange theory. We adapted standardized scales to collect data, and tested the hypotheses using partial least square structural equation modelling, with the help of the SmartPLS 4.0 software. Results of the structural model indicated that information sharing practices positively predicts job satisfaction and withdrawal behaviours. Job satisfaction negatively predicted both physical and psychological work withdrawal behaviours, but did not mediate the relationship between information sharing practices and withdrawal behaviours. While the dissemination of relevant work-related information plays a significant role in the satisfaction among the administrative staff in the public universities, its relationship with withdrawal behaviour requires further research attention. The implications of the findings were discussed in light of the social exchange theory.*

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## **1.Introduction**

In the context of higher education institutions, information sharing is a key variable in knowledge management. Evidence underscores the critical role of universities in ensuring technically and socially oriented innovations to incorporate information sharing in their human resource, curricular and administrative functions (Karim et al., 2024; Aithal & Maiya, 2023; Al-Hamad et al., 2023). According to Nkambule (2023), there is the need for universities to develop an appreciation for the abundance of knowledge that abides throughout their ecologies by institutionalizing the concept of information sharing. In order to achieve this objective, administrative staff of universities play a key role in ensuring that relevant work-related information flows between departments, faculties, and management to support academic and operational functions (Al-Zoubi et al., 2024).

However, evidence suggests that challenges such as hierarchical barriers, lack of trust, and inadequate resources often hinder effective information sharing in higher education institutions in most developing countries (Tootell et al., 2021). For example, universities in low income countries, especially in Sub-Saharan Africa face challenges in institutional communication, where the administrative structure often hampers the free flow of information due to bureaucratic hurdles (Ali Mohammed, 2024). When information sharing is poor, it can lead to misunderstanding, reduced productivity, and ultimately dissatisfaction and work withdrawal behaviours among employees. Le et al. (2021) indicated that employees who perceive a lack of transparency and inclusivity in information sharing tend to report lower levels of job satisfaction, which can adversely affect their engagement with their work.

Previous studies reported insufficient research on information sharing practices among employees of universities as compared to large manufacturing firms (Jiang & Shen, 2023; Kumar, 2023). Also, while plethora of studies have explored the relationship between communication practices and employee engagement in the industrial settings, the specific dynamics of information sharing practices, job satisfaction, and work withdrawal behaviours in the higher education setting among administrative staff remain underexplored (Jiang & Shen, 2023; Kumar, 2023). Accordingly, the current study delivers two contributions to the literature. Firstly, the literature is theoretically enriched by assessing the mediating role of job satisfaction in the relationship between information sharing practices and work withdrawal behaviours in higher education settings. Secondly, the research gap is filled through empirical evidence on the influence of information sharing practices on job satisfaction as well as physical and psychological work withdrawal behaviours in the university settings.

## **2. Conceptual and Theoretical Literature**

### **2.1 Information sharing and job satisfaction**

Information sharing in the industrial and organisational context refers to the extent and manner in which employees exchange work-related information within their institutions. Information sharing also denotes a set of activities by which information is provided to others either proactively or upon request such that the information has an impact on another person's image and creates a shared or mutually compatible working understanding (Almeida & Soares, 2014). Information sharing practices may be formal, such as through official meetings, emails, and memos, or informal, through personal interactions and team collaborations (Talja & Hansen, 2006). In the context of public universities, this includes sharing information about institutional policies, work

processes, job expectations, and any changes that affect administrative operations. This suggests that the availability and quality of work-related information sharing is significant in shaping staff perceptions about their psychosocial work environment. When information flows freely and transparently, it fosters a sense of belonging and understanding, which can reduce job-related uncertainties and ambiguities (Yin et al., 2024). Conversely, poor information sharing, marked by withholding of critical information or unclear communication can lead to frustration, decreased engagement, and increased feelings of isolation among employees. This may drive work withdrawal behaviours such as absenteeism or disengagement from assigned duties (Shaik & Makhecha, 2019). We conceptualised information sharing in the present study as the exchange of relevant, timely, and accurate data or knowledge among individuals or groups with specific reference to administrative staff of public universities in Ghana.

Prior studies have shown that effective information sharing is a key driver of job satisfaction among employees. For example, Cascio (2000) indicated that when workers receive timely and relevant information, they are better equipped to perform their duties, which enhances their sense of competence and job security. Similarly, Chang et al. (2009) have underscored the role of effective information sharing practices in fostering a collaborative work environment. This may contribute to higher job satisfaction by strengthening relationships among colleagues and reducing role ambiguity. The literature suggests that information sharing plays a significant role in the learning and development of individuals working in formal organisations including higher education institutions. This is because it ensures the transfer of knowledge, resources and assets among employees (Michailova & Sidorova, 2011). Additionally, effective information sharing is crucial to enhancing operational efficiency, coordination, and decision-making (Wong et al., 2015).

## **2.2 Information sharing and work withdrawal behaviour**

Work withdrawal behaviour refers to the actions that employees take to physically, psychologically or mentally withdraw from their job responsibilities (Furnham & Taylor, 2004). Physical withdrawal behaviours include absenteeism, lateness or tardiness, prolonged break times, fallen asleep at work and turnover. Psychological withdrawal behaviours, on the other hand, include employee silence, showing minimum effort at work, chatting with co-workers about non-work topics and spending work time on personal matters (Furnham & Taylor, 2004; Jiang & Shen, 2023). These behaviours are often indicators of underlying job dissatisfaction or disengagement and can be a response to frustrations within their psychosocial work environment (Azeem et al., 2020). For example, in the industrial and organisational settings, employees may exhibit work withdrawal behaviours through absenteeism and turnover intentions as well as avoiding tasks, arriving to work late or exhibiting reduced commitment to their roles.

Furnham and Taylor (2004) indicated that work withdrawal behaviours have increased in formal organisations, and this is primarily driven by factors such as unclear communication, job insecurity, and excessive workloads. Similarly, Almeida and Soares (2014) argued that the decline in information sharing; and the lack of transparency in sharing relevant work-related information have exacerbated this problem. This may lead to misunderstanding, delays in task completion and a general feeling of being unsupported, causing employees to disengage from their work responsibilities. Also, Jin (2023) opined that employees who are dissatisfied with their jobs due to lack of proper flow of relevant work-related information or poor communication at the work place

tend to withdraw from their assigned work responsibilities. In the case of universities for example, work withdrawal behaviours among administrative staff can severely impact the functionality of the institutions, as their roles are pivotal in ensuring the smooth running of both academic as well as non-academic operations.

### **2.3 Job satisfaction and Work Withdrawal Behaviour**

Job satisfaction refers to the level of contentment employees feel towards their job roles, influenced by factors such as working conditions, rewards, interpersonal relationships, and job security (Judge et al., 2020). Job satisfaction is a combination of social, psychological and environmental circumstances that contribute to the wellbeing of the individual at the work place (Ng et al. 2021). According to Milledzi et al. (2018), the variables that are key determinants of job satisfaction among employees of universities in low income countries are salary or pay, promotion, organisational policy and co-worker relationship. Extant literature suggests that job dissatisfaction is commonly associated with work withdrawal behaviours. For example, the Ghanaian formal organisational sector including public universities has experienced a rise in absenteeism and turnover intentions among employees, partly because of dissatisfaction stemming from ineffective work-related information sharing practices. Job dissatisfaction is also closely tied to stress and burnout, particularly when employees feel unsupported by their supervisors or excluded from key decision-making processes (Almeida & Soares, 2014; Dyer & Quine, 1998; Küçük, 2022). Employees who are dissatisfied with their job due to poor communication, lack of resources, or limited opportunities for professional growth and development are more likely to engage in absenteeism or display low productivity (Jin, 2023).

In the sociological as well as industrial and organisational context, the reasons for studying job satisfaction may range from practical to humanistic perspectives (Armstrong, 2006; Kucuk, 2022; Milledzi et al., 2018). The practical perspective argues that, there is a persistent belief among supervisory and managerial personnel that a strong causal relationship exists between job satisfaction and work performance. This assumes that an increased job satisfaction would lead to increased worker productivity (Armstrong, 2006). The humanistic perspective, on the other hand, posits that there is a relationship between job satisfaction and physical and mental health of employees such as elimination of physical and mental fatigue, job stress, and anxiety among employees (Amstrong, 2006; Kucuk, 2022; Milledzi et al. 2018). The literature suggests that job satisfaction is critical to employees as it gives meaning to their life values and fulfilment. It also serves as a key and influential factor for employers to attract and retain competent workers in their organisations. For the purpose of the present study, job satisfaction as our mediating variable is conceptualised as administrative staff contentment with social, psychological and environmental factors within their universities.

### **2.4 Job Satisfaction as mediator in relationship between information sharing and work withdrawal behaviour**

Job satisfaction, it is significant to note, is a critical factor in the success and growth of any organization including higher educational institutions such as universities, as it directly impacts the performance and commitment of employees to the organisation (Bashir & Gani, 2020). We modelled job satisfaction as a mediating variable between information sharing and work withdrawal behaviour in this study. Prior studies mostly explored direct relationships between these variables, without bringing out the mechanism through which the relationships are

established. Some studies established direct relationships between information sharing and job satisfaction (e.g. Yin et al., 2024), while others established direct relationships between job satisfaction and work withdrawal behaviour (e.g. Shaik & Makhecha, 2019). These findings, thus, suggest that job satisfaction could be an intervening mechanism through which information sharing practices would influence work withdrawal behaviour.

Indeed, some studies within industrial settings have shown that job satisfaction can act as a mediating factor between organisational practices and provision of work resources, such as information sharing, role clarity, on one hand, and employee behaviour and work outcomes on the other (Ofei et al. 2023 Singh, 2022; Usmanova et al., 2021). For example, Singh (2022) investigated the role of job satisfaction as a mediator in the relationship between information sharing practices and work withdrawal among employees in the industrial settings and concluded that job satisfaction significantly mediated the relationship between information sharing practices and work withdrawal behaviour among employees. Given that, limited studies have been conducted in the domain of higher education in low income countries especially in Sub-Saharan Africa, with regard to the mediation mechanism through which information sharing practices influence work withdrawal behaviour in the higher education context, we modelled job satisfaction as a mediator in the relationship between information sharing practices and work withdrawal behaviour. In addition, considering the complex organisational structures in public universities, a deeper exploration of how information sharing practices affect job satisfaction and subsequent work withdrawal behaviours is needed. The present study sought to extend the frontiers of knowledge in the literature to fill this research gap in higher education.

## **2.5 Theoretical Framework**

The conceptual model of the present study uses the social exchange theory (Blau, 1964) to analyse the causal relationships between employees (administrative staff) and their organisations (public universities). This sociological and psychological theory explains human behaviour and the structure of its relations (House, 2017; Mariani, Perez-Vega, & Wirtz, 2022; Cotgrove, 2020). Social exchange theory, in the managerial field, proposes that employees tend to respond to their organisations with extra role behaviours when they feel that their organisations are investing in them. It should be noted that when employees obtain economic and socioemotional resources, they feel the duty to recompense their organisations with better attitudes and behaviours. Also, in the field of education, researchers agree that developing feelings of obligations due to reciprocity and trust can increase positive outcomes and decrease work withdrawal behaviours among workers (Leiter et al., 2011; Semenya, 2021).

Most important topics in organisational behaviour have been analysed through the lens of social exchange theory. For instance, previous studies have confirmed that social exchange theory is a valid conceptual model, positing knowledge sharing as a process for leaders to spur performance (Agarwal, 2014; Xuecheng et al., 2022). Similarly, the social exchange theory argues that knowledge sharing based on social reciprocity, is key to enhancing organisational performance (Wu et al., 2014). For instance, employees can synthesize knowledge in a working environment, which is necessary to enhancing sustainable potential. However, suppressing knowledge may negatively influence their performance leading to physical and psychological work withdrawal behaviours. Therefore, in the higher education settings, such as public universities, responsible leadership becomes key in sharing relevant information regarding work sustainability as well as

work performance related issues among employees. We applied the social exchange theory as a conceptual paradigm for understanding workplace behaviour in the higher education settings to explore information sharing and work withdrawal behaviours among administrative staff of public universities in the Ghanaian context.

Based on the theoretical background and empirical literature, we formulated and tested the under listed hypotheses:

1. *Information sharing practices will positively influence job satisfaction of administrative staff of public universities*
2. *Information sharing practices will negatively influence (physical and psychological) work withdrawal behaviour of administrative staff of public universities*
3. *Job satisfaction will negatively influence work withdrawal behaviour of administrative staff of public universities*
4. *Job satisfaction will significantly mediate the influence of information sharing practice on work withdrawal behaviour of administrative staff of public universities*

### **3. Methods**

#### **3.1 Research design**

We employed a single-source and single-wave data cross-sectional research design in this study. Some researchers suggest multiple-wave separation strategies for survey research to avoid common method bias. However, Menon et al. (2023) noted that “despite the popularity of separation strategies, particularly temporal separation, they are not always recommended for studies involving human respondents (customers, employees, managers, patients, CEOs, etc.)” (p. ix). They noted that collecting and matching data from the same respondents at multiple times can compromise confidentiality and anonymity. Also, locating the same respondents and securing their agreement to participate multiple times is difficult, and this can affect overall response rates. In view of these, and considering the methodological rigor employed to minimize the possibility of common method bias in the study, we found the cross-sectional design appropriate for this study. Spector (2019) observed that, “comparisons of corresponding cross-sectional versus longitudinal correlations in meta-analyses do not uniformly find larger correlations from cross-sectional designs (e.g., Nixon et al., 2011; Pindek & Spector, 2016), and even when cross-sectional correlations are larger, it is not necessarily due to common method variance” (p. 126). In line with this, Menon et al. (2023) concurred that, “... neither cross-sectional designs are weak nor are longitudinal designs always as valuable as commonly assumed” (p. ix). Spector (2019) further noted that, cross-sectional design is “...an efficient and invaluable go-to tool for investigating important organizational phenomena” (p. 136).

#### **3.2 Sample and Sampling Procedure**

The for the study was obtained from a sample comprise 334 administrative staff of three public universities in Southern Ghana. This comprised 173 (51.8%) males and 161 (48.2%) females, with an average age of 33.63 (SD = 8.05) years. Most of the respondents (51.5%) were married and 62.0% were Diploma certificate holders, and their job ranks ranged between Administrative Assistant to Chief Administrative Assistants.

**Table 1: Demographic distribution of respondents**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Marital Status</b>		
Married	172	51.5
Never married	148	44.3
Divorced	5	1.5
Widowed	9	2.7
<b>Level of Education</b>		
MSLC	6	1.8
GCE 'O' / 'A' LEVEL	13	3.9
SSSCE	25	7.5
Diploma	207	62.0
HND/First Degree	78	23.4
Masters	5	1.5
<b>Job Ranks</b>		
Administrative Assistant	131	39.2
Senior Administrative Assistant	100	29.9
Principal Administrative Assistant	87	26.0
Chief Administrative Assistant	16	4.8

**Source:** Filed data

### **3.3 Research Instrument**

#### **3.3.1 Information sharing practices**

Information sharing was measured with the nine-items scale developed by Huvila (2013). The scale assesses four types of information sharing activities and awareness: information receiving, information consciousness, usefulness, and information sending. The items measured how respondents experienced obtaining information from supervisors and subordinates, how important information received is in different situations and their success, how useful the information is for different purposes, and how actively the respondents shared information themselves with colleagues, superiors and subordinates. Responses were given on a six-point Likert-type scale from, 1 (strongly disagree) to 6 (strongly agree). Scores for subscale and composite are obtained by adding responses across the items, with overall score ranging between 9 and 54. Higher scores denote better information sharing practices. The scale has a good value of above .70 (Widen et al., 2016). Examples of some items are: “Employees are regularly informed of major corporate projects (investment, rationalisation, acquisition)”, and “Employees are regularly informed of new products or services.”

#### **3.3.2 Job and Career Satisfaction**

Job and career satisfaction measure was done with the sub-dimension of the Work-Related Quality of Life (WRQoL) scale developed by Easton and Laar (2013) to measure the six factors (scales) of quality of work life. The six dimensions of the original scale are General Well-Being, Home-work interface, Job and career satisfaction, Control at work, Working conditions, and Stress at work. The Job and Career satisfaction subscale consists of seven items, and responses were on a six-point Likert-type scale, from 1 (Strongly disagree), 2 (Disagree), 3 (Somewhat disagree), 4, (Somewhat agree), 5 (Agree), and 6 (Strongly disagree). Total scores on the scale range between

7 and 42, with higher scores denoting higher level of job and career satisfaction. Sample items include: “I have a clear set of goals and aims that enable me to do my job; “I have the opportunity to use my abilities and skills at work” There are reports that the scale has good reliability of .898 and above (e.g., Zubair et al, 2017; Pheko, 2013).

### **3.3.3 Work Withdrawal Behaviour**

Withdrawal behaviours were assessed by the twelve items scale designed by Lehman and Simpson (1992) to find out from respondents how often they engaged in each behaviour. Some examples of the items are: “Taking leave and sick leave even when not sick” and “Being late for work”. Responses were given on a six-point scale from 1-strongly agree to 6-strongly disagree. The scale has a good value of .85 and above (Erdemli, 2015; Liu et al, 2020). For this study, we added five items generated from literature that are relevant for our context, making a total of 17 items. The scale is two dimensions, comprising physical work withdrawal (8 items) and psychological work withdrawal (9 items) behaviours. The two dimensions were used in this study.

### **3.4 Data Collection Procedure**

We collected the data through convenient distribution of the questionnaire by the research team to available and willing administrative staff in the three universities. Both oral and written consents were obtained from participants before completing the questionnaire. The purpose of the study was explained to respondents and the questionnaire were given to them in an enveloped. Given that the items were not many on the questionnaire, most respondents were able to complete the questionnaire within 10 to 15 minutes and returned to the team. A few had to take the questionnaire home to be completed and returned later. A total of 400 questionnaire were distributed, and we ultimately had 334 fully completed and used for the analysis. The respondents were assured of confidentiality and anonymity of their responses. Data collection was completed within one month.

### **3.5 Data Analysis Procedure**

This study sought to investigate the influence of workplace information sharing practices on the job satisfaction and work withdrawal behaviour of administrative staff of public universities in Ghana. We utilised the partial least squares structural equation modelling (PLS-SEM), using the SmartPLS 4.0 software. The PLS-SEM is variance-based soft modelling statistical procedure that does not require the data satisfying parametric test assumptions (Hair et al., 2021). PLS-SEM involves evaluation of measurement and structural models, which have been presented below. The measurement model assesses the quality of the measures (e.g. indicator loading, construct validity and reliability), while the structural model presents the path coefficients that depict the nature and strength of relationships between the exogenous and endogenous variables to test the hypotheses.

### **3.6 Ethical Considerations**

We obtained institutional approval from the Human Resource Manager (Directors) of the universities and explained the purpose of the study and the intention to engage their staff in responding to the questionnaires. We provided consent sheet that detailed the purpose and procedure for the study and explained all the ethical information governing participating in the study. Participants were asked to select an option on the questionnaire to indicate their willingness to participate in the study before completing the questionnaire. They were informed that participation was voluntary and their responses were solely for research purposes and would be treated with the maximum anonymity and confidentiality. No respondent was required to provide



identification information, such as names. Furthermore, they were told that they could refrain from answering any question they do not feel comfortable with and could withdraw at any point in the study without any cost to them.

## 4. Results

### 4.1 Preliminary Analyses

We did preliminary analyses to check the distribution of the data and present the descriptive statistics of the variables. The skewness and kurtosis statistics for all the variables suggested that the distributions were within acceptable range of normality. Hair et al. (2022) indicated that “skewness value between -1 and +1 is excellent, while -2 to +2 is generally acceptable. Values beyond -2 and +2 suggest substantial nonnormality” (Hair et al., 2022, p. 66). Even though the skewness statistics suggest acceptable distribution of the data for all the variables, the kurtosis values of two of the variables are outside the acceptable range of values. This is however, not a problem, given the choice of the variance-based PLS-SEM for the analysis.

**Table 2: Descriptive Statistics of the main study variables**

Variables	Mean	SD	Skewness	Kurtosis	Score range	Low	Moderate	High
Job & career satisfaction	36.60	7.16	-1.180	2.028	7-42	7-18	19-30	31-42
Information sharing practices	32.82	10.09	-.157	-.579	9-54	9-23	24-38	39-54
Physical work withdrawal	19.16	9.08	1.602	2.604	8-48	8-21	22-35	36-48
Psychological work withdrawal	19.01	9.82	1.444	1.807	9-54	9-23	24-38	39-54

**Source:** Filed data

### 4.2 Levels on each of the variables

We categorised the scores of respondents on the variables into low, moderate and high levels, as indicated in Table 2. We first obtained the range for the possible scores on each of the scales, and divided the range by 3 to obtain the class with, given that we wanted to categorised the scores into three categories (Low, Moderate, and High levels). For instance, for job and career satisfaction, the scores ranged from 7 to 42, and score between 7-18 constitute low level, 19-30 represent moderate level and 31-42 indicates high level of job and career satisfaction. Generally, the results showed that the administrative staff of public universities in Ghana reported high level of job and career satisfaction and information sharing practices, with low levels of both physical work withdrawal and psychological work withdrawal behaviours.

### 4.3 Common Method Bias

Common method bias could come about when the research data for all the variables are collected with the same method, which could lead to biased relationships between the variables in the study (Jordan & Troth, 2020; Podsakoff & Organ, 1986) and affect the validity and contribution of the findings (MacKenzie & Podsakoff, 2012). Common method variance is a systematic error variance resulting from a common method used to measure the variables in a study (Podsakoff et al., 2003; Richardson et al., 2009). Given that we used single-source and single-wave cross-sectional design in this study, we employed both pre-data and post-data collection procedures (Menon et al., 2023) to minimize the likelihood of the presence of common method bias.

At the pre-data collection stage, we ensured clarity of the purpose of the study to participant, without revealing the hypotheses. We also separated the measures of the variables into different sections (methodological separation) provided clear instructions at each section (psychological breaks or separations) of the questions and ensured that clarity of scale items (MacKenzie & Podsakoff, 2012). Further, we included reversed coded items and response-set minimizers to provide temporal speed breaks (Jordan & Troth, 2020; Menon et al., 2023).

We also used post-data collection statistical procedures to check for any signs of the presence of CMB (Menon et al., 2023). We used Harman’s single factor test through exploratory factor analysis, which suggests that CMB is present if with all primary study variables included, one factor accounting for more than 50% of the variance (Podsakoff et al., 2003). The first factor in our study accounted for 31.49% of the variance (see Table 3), which is an indication that there was threat of the presence of common method bias.

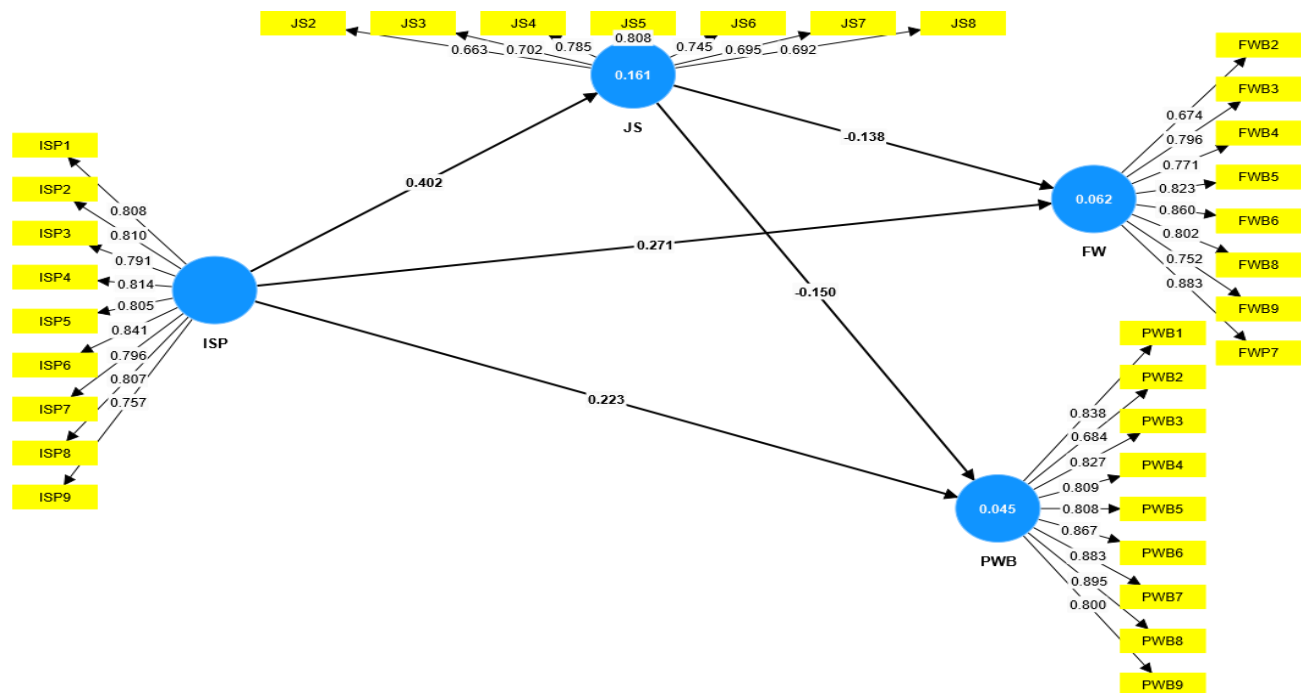
**Table 3: Exploratory Factor analysis of the study variables**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	11.023	31.493	31.493	11.023	31.493	31.493
2	6.712	19.178	50.672	6.712	19.178	50.672
3	2.893	8.267	58.939	2.893	8.267	58.939
4	1.282	3.664	62.602	1.282	3.664	62.602
5	.972	2.776	65.379			

**Source:** Filed data

#### 4.4 Evaluation of Measurement model

The measurement model presents the indicator loadings, construct validity (convergent and discriminant), and construct reliability. Figure 1 presents the analytical model with the indicator (outer) loadings. Generally, indicator loading of .70 and above are considered acceptable, however, Yusoff et al., (2020) indicated that indicator loading below .70 should not be deleted, unless such deletion could significantly improve the average variance extracted (AVE) of the construct. In view of this, the indicator loading in the model that were below .70 we maintain because the AVE were good (above the criterion of .50), and their deletion did not significantly improve the AVEs.



**Figure 1: Analytical Model (Source: Field data)**

Considering construct reliability and validity, we used Cronbach's alpha and composite reliability coefficients for reliability estimates, and used AVE for convergent validity. The results (see Table 4) showed that all the constructs demonstrated good construct reliability and validity. Reliability coefficients of all the constructs were greater than the generally accepted criterion of .70 for a demonstration of a good construct reliability, and the AVEs were also above the .50 criterion for acceptable convergent validity.

**Table 4: Psychometric properties of the measures in the study**

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
Physical work withdrawal behaviour	0.920	0.952	0.933	0.635
Information sharing Practice (ISP)	0.931	0.932	0.942	0.646
Job Satisfaction (JS)	0.854	0.869	0.887	0.531
Psychological Work withdrawal behaviour (PWB)	0.941	0.954	0.95	0.682

**Source:** Filed data

#### 4.5 Evaluation of the Structural Model

Having obtained a good measurement model, the structural (inner) model was evaluated to test the hypotheses. The structural model shows the path coefficient between the variable. The results for all the hypotheses are presented in Table 5.

**1. *Information sharing practice will positively influence job satisfaction of administrative staff of public universities***

The first hypothesis sought to test the influence of information sharing practices on job satisfaction of the administrative staff of public universities in Ghana. The results indicated a significant positive relationship between the two variables ( $\beta = .402, p < .001$ ). Thus, the more relevant work-related information is shared among staff, the more satisfied they were with their job.

**2. *Information sharing practices will negatively influence (physical and psychological) work withdrawal behaviour of administrative staff of public universities***

We also sought to test how information sharing would predict work withdrawal, either physically or psychologically. We expected that information sharing would negatively predict work withdrawal behaviour, however, contrary to expectation, the result showed significant positive relationships between information sharing practices and both physical ( $\beta = .271, p < .001$ ) and psychological ( $\beta = .223, p < .001$ ) work withdrawal behaviours.

**3. *Job satisfaction will negatively predict (physical and psychological) work withdrawal behaviour of administrative staff of public universities***

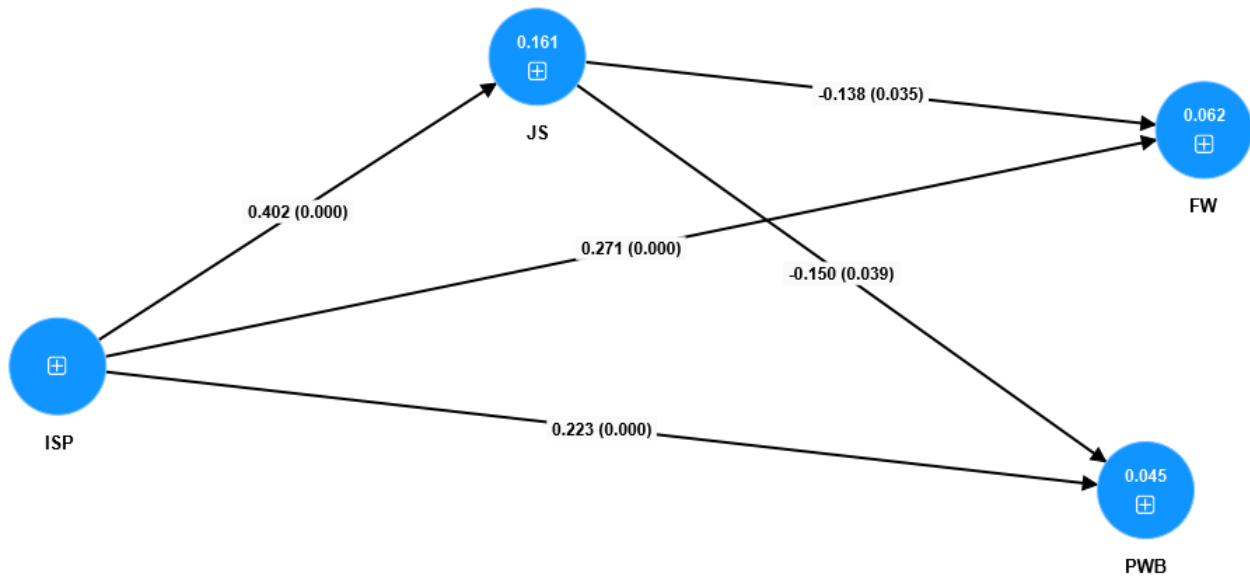
The results further showed significant negative relationships between job satisfaction and both physical ( $\beta = -.138, p = .035$ ) and psychology ( $\beta = -.150, p = .039$ ) work withdrawal behaviours. Thus, as the satisfaction level of the administrative staff increased, their work withdrawal behaviours reduced.

**4. *Job satisfaction will significantly mediate the influence of information sharing practice on work withdrawal behaviour of administrative staff of public universities***

Given that we expected information sharing practices to predict job satisfaction, and job satisfaction to also predict work withdrawal behaviour, we tested the mediation role of job satisfaction in the relationship between information sharing and physical work withdrawal ( $\beta = -.056, p = .059$ ) and psychological work withdrawal ( $\beta = -.060, p = .075$ ) behaviours. The results did not support the mediation hypothesis.

*Table 5: Direct, indirect and total effects of information sharing practices on work withdrawal behaviour*

<b>Paths</b>	<b>Direct Effect</b>	<b>Indirect</b>	<b>Total</b>	<b>R<sup>2</sup></b>
ISP ->JS-> FW	0.271 (.000)	-.056 (.059)	0.215 (.000)	.062
JS -> FW	-0.138 (.035)	---	-0.138 (.035)	
ISP -> JS	0.402 (.000)	---	0.402 (.000)	0.161
ISP -> JS->PWB	0.223 (.000)	-.060 (.075)	0.163 (.003)	.045
JS -> PWB	-0.150 (.039)	---	-0.150 (.039)	



**Figure 2: Structural model of the analysis (Source: *Field data*)**

## 5. Discussion of Findings

The study investigated the influence of information sharing practices on job satisfaction as well as physical and psychological work withdrawal behaviours among administrative staff of public universities in Ghana. We also tested the mediation role of job satisfaction in the relationship between information sharing practices and physical work withdrawal and psychological work withdrawal behaviours of administrative staff.

The finding shows that information sharing practices positively predicted job satisfaction of administrative staff of public universities in Ghana. This finding suggests that the more relevant work-related information is shared among administrative staff, the more satisfied they tend to be with their job. The finding of the present study is consistent with the earlier works of Jo and Lee, (2022) that effective and timely sharing of relevant work-related information in formal organisations positively influences the job satisfaction of employees. Tampi et al. (2022) explain that when employees receive timely and relevant information, they are better equipped to perform their duties and it enhances their sense of competence and job satisfaction. The present finding underscores information sharing practices as a critical organisational resource which contributes to sustainable competitive advantage among administrative staff of public universities. Effective information sharing practices among administrative staff in public universities can contribute to overall growth in their work productivity and performance improvement in the education setting. Sharing relevant work-related information also enables administrative staff to accomplish tasks better and more quickly thereby increasing their overall job satisfaction. This is consistent with the views of Purwanto (2020) that it is easier to motivate workers who are satisfied to use information system to increase performance and productivity. The finding further points to the fact that greater access to information and employees' willingness to trade the know-how creates a positive work environment leading to job satisfaction (Kmieciak, 2022).

We further tested the predictive associations between information sharing practices and physical and psychological work withdrawal behaviours. We expected information sharing would

negatively predict work withdrawal behaviour. However, contrary to our expectations, we found significant positive relationships between information sharing practices and both physical and psychological work withdrawal behaviours of administrative staff. This finding suggests that as information sharing practices increase, physical and psychological work withdrawal behaviours also increase among administrative staff. Our present finding could be explained in view of the nature of work-related information sharing practices within the Ghanaian public university context. For example, it should be noted that in the psychosocial work environment of formal organisations including universities, the nature of information, either positive or negative may influence the work withdrawal behaviours of employees (Dyer & Quine, 1998; Furnham & Taylor, 2004). Sharing inaccurate or misleading information may create confusion as well as mistrust among administrative staff. Similarly, constant sharing of performance metrics and expectations can put pressure on administrative staff leading to anxiety and burnout (Dyer & Quine, 1998; Furnham & Taylor, 2004; Jiang & Shen, 2023). Over-sharing personal information at the workplace, particularly in public universities may invade the privacy of administrative staff leading to discomfort and stress. This may eventually decrease their morale thereby increase physical and psychological work withdrawal behaviours. The current finding contradicts earlier findings reported by Li et al. (2023) that an increased in information sharing practices tend to reduce work withdrawal behaviours among employees.

The finding of this study also shows that job satisfaction negatively predicted both physical and psychological work withdrawal behaviours of administrative staff. Generally, administrative staff of public universities in Ghana reported high level of job and career satisfaction and low level of physical and psychological work withdrawal behaviours. Our present finding suggests that as the job satisfaction level of the administrative staff increased, their work withdrawal behaviours reduced. This is consistent with earlier findings reported by Judge (2020) that high job satisfaction reduces the likelihood of work withdrawal behaviours. The present finding is also in consonance with the humanistic perspective of studying job satisfaction as underscored in the sociological as well as industrial and organisational literature by (Armstrong, 2006; Kucuk, 2022; Milledzi et al., 2018). For example, the humanistic perspective argues that employees who are socially satisfied with the relationship with their co-workers with regard to social support, team spirit, and fairness in the application of rules and regulation and collaboration are less likely to experience physical and psychological work withdrawal behaviours. The present finding further points to the fact that in ensuring job satisfaction of employees, particularly among administrative staff of public universities, their psychological wellbeing is critical. To ensure this, management of public universities need to foster conducive work environment through emotional support systems, involvement in decision making as well as opportunities for professional growth and development for self-actualization of administrative staff. This may go a long way to reduce their physical and psychological work withdrawal behaviours.

Finally, we tested the mediation role of job satisfaction in the relationship between information sharing and physical and psychological work withdrawal behaviours of administrative staff. The results show that job satisfaction did not significantly mediate the relationship between information sharing practices and both physical and psychological work withdrawal behaviours of administrative staff. The present finding contradicts earlier studies reported by (Pathan, 2023; Bayona et al., 2020) that have highlighted the significant mediation role of job satisfaction in the relationship between information sharing practices and employee work-related issues including

physical and psychological work withdrawal behaviours among employees. Ng et al. (2021) explain that satisfied employees are more likely to stay engaged in their work, exhibit organisational citizenship behaviours, and demonstrate commitment to their organisation. The finding of our present study suggests that the non-significant mediation role of job satisfaction in the relationship between information sharing practices and physical and psychological work withdrawal behaviours among administrative staff of public universities in Ghana could be explained through other contextual variables.

## **6. Conclusion and Recommendations**

We applied the social exchange theory to understand workplace behaviours among administrative staff in the Ghanaian public university context by investigating information sharing practices and physical and psychological work withdrawal behaviours. We also explored the mediating role of job satisfaction in the relationship between information sharing practices and physical and psychological work withdrawal behaviours among administrative staff. Overall, administrative staff of public universities in Ghana reported high level of job and career satisfaction and low level of physical and psychological work withdrawal behaviours. Information sharing practices positively predicted job satisfaction and also, job satisfaction negatively predicted both physical and psychological work withdrawal behaviours. Finally, job satisfaction did not significantly mediate the relationship between information sharing practices and both physical and psychological work withdrawal behaviours.

From the findings of the study, we can conclude that in public universities in Ghana in particular, organisational culture, communication channels and trust among administrative staff of universities are crucial in shaping the dynamics of their levels of job satisfaction and work withdrawal behaviours. Therefore, enhancing a sustained relevant work-related information sharing practices can significantly improve the levels of job satisfaction of administrative staff and reduce their physical and psychological work withdrawal behaviours. We can also conclude that job satisfaction of employees is a key factor in the success and growth of formal organisations including public universities. A satisfied worker tends to be committed and productive. For administrative staff of public universities in Ghana, creating a conducive psychosocial work environment would significantly improve their levels of job satisfaction, thereby fostering a more productive as well as engaged workforce in the higher education landscape. This would reduce their physical and psychological work withdrawal behaviours.

The study recommends that management of public universities in Ghana should continue to create and sustain organisational culture that values openness, collaboration and mutual respect in fostering relevant work-related information sharing practices. In this regard, creating administrative structures that actively support transparent communication, staff engagement and fostering inclusive psychosocial work environments in public universities in Ghana is significant. On the other hand, if management of public universities in Ghana fail to create and support open and transparent flow of relevant work-related information among administrative staff, they are more likely to experience dissatisfaction which may eventually trigger both physical and psychological work withdrawal behaviours.

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