

Universities and regional knowledge transmission: understanding the micro-processes of academics' collaboration behaviours

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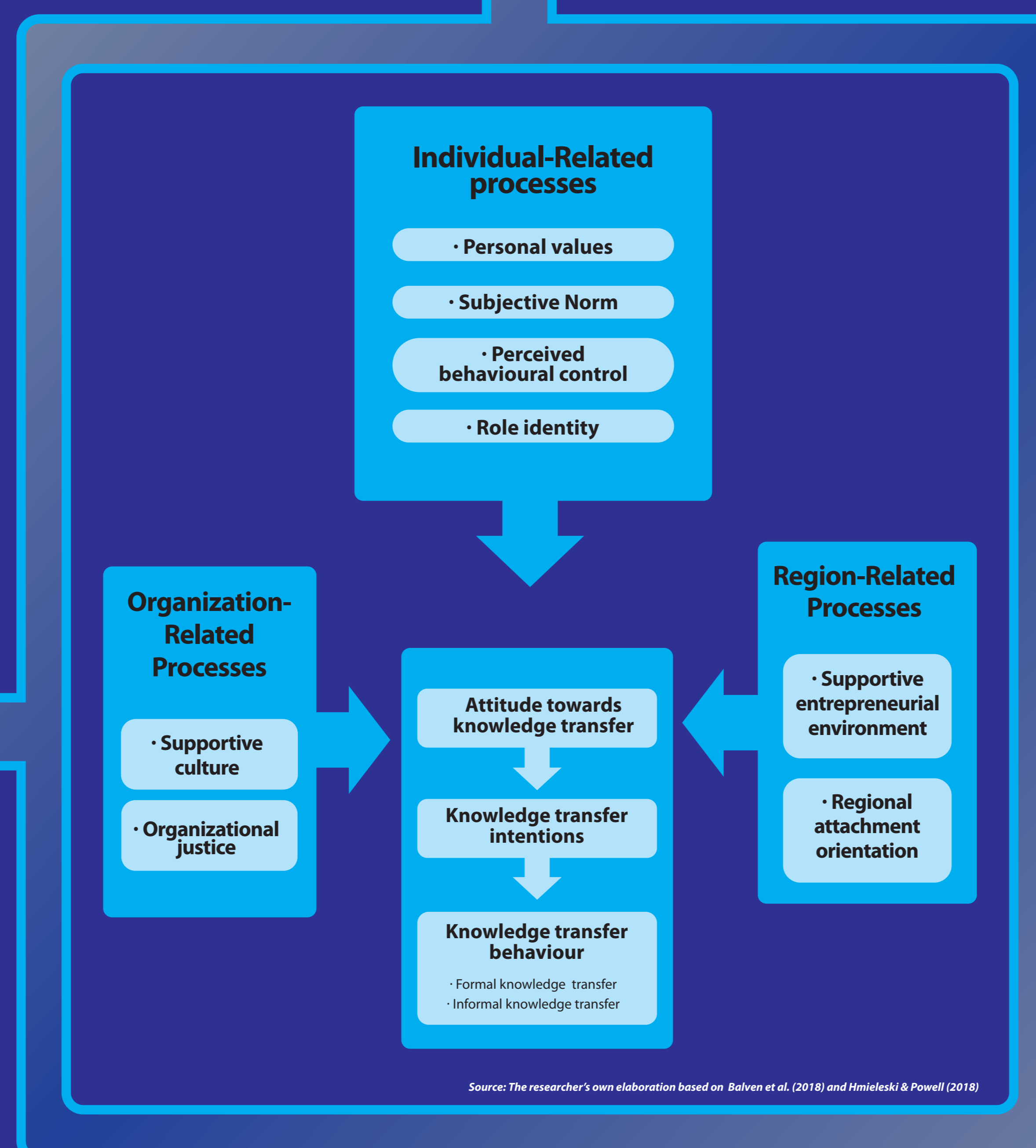
Background

Considerable evidence abounds in the literature about the critical role that universities play in transferring knowledge for regional development. Most research have concentrated on universities and frequently overlook the agency of academics in the knowledge transmission process. Some efforts have been made to unravel the personal and contextual factors that drive this process. We however, lack a proper understanding of the mechanisms that underlie academics' knowledge transfer behaviours. Studies that attempt to explain the psychological aspects of this behaviour mostly focus on motivation and demographic differences. This research explores other salient determinants that influence academics' decision to engage in such activities.

Theoretical Framework

The research integrates social psychology, organisational behaviour, place attachment, and academic engagement literature to explain the micro dynamics of the knowledge exchange actions. Specifically, it employs the following key theories:

- **Theory of planned behaviour**
- **Theory of basic human values**
- **Identity theory**
- **Organisational support theory**
- **Place attachment theory**



Research Questions

- What individual and contextual factors determine academics' knowledge transmission behaviours?
- How do the factors influence academics' attitudes towards regional knowledge transfer activities?
- In what ways do the factors influence academics' intentions to transfer knowledge to regional actors?
- How do the factors influence academics' knowledge transfer interactions with regional actors?

Methodology

The study utilises a **mixed-method approach** to investigate this phenomenon. At the first stage, **qualitative data** is collected through **in-depth interviews** with a

sample of academics to shed light on the collaboration and knowledge transmission processes of academics. The second stage involves the collection of **quantitative data** using a **survey method**. The survey targets academics scientists at ECIU member universities. Data Analyses is done by means of OLS multivariate regression techniques.

Expected Impact

- Contribute to the extension of the academic engagement literature by empirically examining the micro processes that shape academics knowledge transfer behaviours.
- Improve understanding of the reasons why some academics choose to transfer knowledge and others refrain from doing so. This will help universities design targeted policies that ensure the effectiveness and sustainability of regional engagement programmes.