Chapter 3

Modelling the Mediating Effects of Knowledge Sharing Behavior in the Education Sector:
Drivers of Individual Innovative Behavior

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ABSTRACT

Research had previously identified individual and contextual antecedents, which promote innovative behaviors through implementation in organizational contexts. The purpose of this chapter is to introduce drivers of individual innovative behavior (IIB) by modelling the mediating effect of knowledge sharing behavior through implementation in non-organizational contexts, such as for technology students. The study provided recommendations on how to leverage the individual and contextual antecedents of course design characteristics and self-regulated learning to prompt IIB.

INTRODUCTION

This section will describe the general perspective of the chapter and end by specifically stating the **objectives**.

Sustainable Development Goal Advancement Through Digital Innovation in the Service Sector

As part of this book, the chapter intends to explore the role of digital technologies in implementing the United Nations Sustainable Development Goals (SDGs) in the service and education sectors. With the service and education sectors being critical components of the global economy and significant contributors to achieving sustainable development, adopting digital technologies presents an opportunity to enhance service delivery and improve not only **innovation**, entrepreneurship, and **sustainability** for information and communication technology (ICT) students towards the post-COVID-19 era (Ngugi & Goosen, 2021b), but **sustainability** across these sectors. As part of this book, the chapter will examine the various digital technologies such as the Internet of Things (IoT) and Artificial Intelligence (AI), as well as the applications of these in the service and education sectors to promote economic growth, create new job opportunities, and improve access to essential services. It will also discuss how digital technologies can enhance customer experiences, resulting in increased satisfaction and loyalty. However, as part of the book, this chapter will also highlight the **challenges** associated with adopting digital technologies in the service and education sectors, including data privacy and security concerns, the digital divide, and the need for upskilling and reskilling of the workforce. It will provide insights into how policymakers, stakeholders, and service providers can work together to address these **challenges** and ensure that the implementation of digital technologies in the service and education sectors contributes to the achievement of the SDGs. As part of this book, the chapter will offer an overview of the role of digital technologies in implementing the SDGs in the service and education sectors and provides practical **recommendations** for stakeholders on how to leverage these technologies for sustainable development.

Target Audience

Like that of the book that it proposes to form part of, the **target audience** of this chapter includes learners at higher education institutions, especially at undergraduate and postgraduate levels (500+ universities in India and 1000+ universities globally). As part of the book, this chapter will also cater to a **target audience** of academicians, researchers, business leaders, managers, decision-makers, entrepreneurs and startups, as well as professionals and consultants from service-oriented industries, such as tourism, hospitality, etc., who are interested in understanding and harnessing the power of digital **innovation** to drive successful transformation in the service and education sectors.

Recommended Topics

In terms of the **recommended topics** suggested for the book **Sustainable Development Goal Advancement Through Digital Innovation in the Service Sector**, this chapter will especially address those with regard to:

● Digital Technologies for Education and Lifelong Learning

   but also:

● Leveraging Digital Technologies for Sustainable Operations

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