

Knowledge Sharing Self-efficacy and Academic Entitlement as Predictors of Research Competence among Postgraduate Students at the College of Education

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Abstract: Objective: The purpose of this study was to investigate the correlation between research competence (RC) and both Knowledge Sharing Self-Efficacy (KSSF) and academic entitlement (AE), check the difference between male and female in research competence, Knowledge Sharing Self-Efficacy and academic entitlement, and the disclosure of the relative contribution of Knowledge Sharing Self-Efficacy and academic entitlement in predicting the Research competence of postgraduate students. **Method:** Participants of 205 postgraduate students were conveniently (male=66, female =139) participated were conveniently collected through a Web-based Google forms from the different universities of Kingdom of Saudi Arabia, utilized instruments included the Research competence scale prepared by the researchers, Knowledge Sharing Self-Efficacy sharing prepared by the researchers, and academic entitlement scale prepared by the researchers. **Results:** research competence is found to have a statistically significant positive correlation ($P < 0.01$) with Knowledge Sharing Self-Efficacy, and negative correlation ($P < 0.01$) with academic entitlement, Significant differences ($P < 0.01$) were found between male and female in research competence and Knowledge Sharing Self-Efficacy for the benefit of female, significant differences ($P < 0.01$) were found between male and female in academic entitlement, regression analysis revealed that academic entitlement and Knowledge Sharing Self-Efficacy were significant predictors of research competence among postgraduate students at the College of Education. Thus, results were discussed in light of the findings of the research. **Conclusion:** Our study suggests that academic entitlement are risk factors for research competence, therefore, there are major differences between male and female with academic entitlement, Research competence, and Knowledge Sharing Self-Efficacy. Future studies will need to consider understanding these differences.

Keywords: Research competence, Knowledge Sharing Self-Efficacy, academic entitlement, postgraduate students.

1 Introduction

Effective education works to build outputs for a pioneering society in every field. The aspect of scientific research has received numerous attentions from international nations and institutions. The development of scientific research has become one of the fundamental strategies of nations. The motivation to obtain a high-quality and informed education in the natural and human sciences can only be achieved by means of developing students' research competence. Although, postgraduate students represent the first nucleus towards achieving the scientific research process, and the motivation for obtaining high-quality and research competence. it requires integration between multiple aspects of the scientific research procedures.

Though research competence enables successful grasp of research activity, it is a complex and multi-component within the individual linked to educational competencies that are related to thought, research, logic and creative processes to master knowledge. It represents the readiness and ability to master and receive new knowledge through the capabilities, skills and methods of activity already available. Additionally, it allows to know reality objectively through scientific tools, which enables to perform the task or job effectively via knowledge and personal skills. It is an integral characteristic that is expressed in the ability to independently solve research and creative problems, obtain research technology, recognize the value of research skills and willingness to use them in educational, professional activities, including knowledge, skills, personality traits [1, 2, 3, 4]. Research competency is defined as a developed integrative personality trait that includes an active research attitude towards a topic and developing that field. It has key competency traits; It serves as a basis for the development of application-oriented competencies (both professional and

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cross-cultural) as it contributes to the development of competent professionals [5].

Research competence includes the ability to design the research problem, the purpose of the research work; understand and justify the relevance, novelty, theoretical and practical significance of the research tasks; check the validity of the hypotheses. It also helps planning to solve the research problem; independently learning new methods of research; acquiring knowledge, information technologies; conducting research under an off-the-shelf or self-developed program. This scientific activity assists them to present the results of their own work or well-known scientific achievements. It also includes cognitive competence, skills necessary to solve problems, diverse sets of skills or competencies needed for leadership. In addition, it aims to develop different areas of activity and personality, such as: axiological, personal growth, general, social, work, educational, cognitive, communicative, and informatics culture, The concept also extends to the various aspects of our lives, all fields and disciplines, and the development of an appropriate attitude, while preserving the principles of scientific ethics [2, 3, 6, 7]. The researchers, however, defined it as psychological, scientific, educational, and practical readiness to acquire the necessary skills for research, diagnostic, analytical and design activities; implement research and introduce research results and their interpretations that culminate the researcher's independent solution to the problem in order to achieve the functions of research activity.

The process of research competency development is completed through the stage of diagnostic evaluation, which includes evaluating each element of the research competence of students through postgraduate courses. Then, the stage of formative evaluation follows, which includes implementing what has been learned, as the researchers believe that this is what is applied in the field of research. The final stage in the summative evaluation aims to assess the competence of the student's director and determine the conditions of his efficient performance, so that students can implement and apply the research methodology in different fields and situations. As Berger and colleagues presented Expectation States Theory, that is a socio-psychological theory, explaining how competence is formed on the basis of a state hierarchy, which is based on two basic concepts: "state characteristics" which is any characteristic that enables efficient performance, and "performance expectations" which refers to Expectations about performance in a large and undefined set of tasks reflect levels of perceived competence, which in turn have a strong influence on the interaction that takes place. They influence job awarding, acceptance rate, the type of assessments conducted, and the amount of influence exerted [5, 8].

The research competence of postgraduate students is shown through their participation in conferences, scientific publications, scientific projects during the study, etc. All these activities help to master the methods Modernity in searching for, processing, and using information, mastering some methods of scientific research activity, identifying special professional views, and acquiring the ability to promote and defend them. Research competence requires a systematic approach in applying the ability to observed phenomena, analyze data, generalization and conclusions, refine and correct them. As new data emerge, changes in scientific methods, or a hypothesis is revised, research competence of future specialists is developed depending on professional interests, needs, and level of motivation. It reaches a high degree of development only in future specialists whose personal educational experience has independent research activity [3].

Students' academic performance is affected by many factors that can limit their efficiency such as poor time management, stress, consumption of alcohol or drugs, lack of interest in the subject matter, learned helplessness, sleep deprivation, and disadvantaged social or cultural backgrounds. Many universities have tried to overcome these problems throughout student centers and the provision of awareness programs. However, one of the important issues that hinders student success and does not receive much attention from official is a variable in personality or attitude called academic entitlement [9].

Student entitlement is a challenge to higher education, there is a need to consider academic entitlement as an academic risk factor that negatively affects students' performance. It is a widespread feeling in which the individual sees that he deserves more, entitled to more than others. This feeling of entitlement is reflected in the behavioral desire or actual performance, experienced through different situations that appears in the inflated sense of self-importance and exaggerated expectations to receive special treatment without reciprocation, and this perception of entitlement is based on clinical theory and personality [10, 11, 12, 13, 14, 15, 16].

Academic entitlement defined as the expectation that one will obtain positive academic results in academia, often independent of performance. Definitions of academic entitlement imply the belief that certain rewards are not justified based on an individual's actual academic achievement; that a high level of academic entitlement implies a diminishing role for personal responsibility in actual academic achievement; A high level of academic entitlement also implies expectations about teachers' role and commitment to providing educational opportunities and effective teaching [15, 17]. the researchers defined it as a psychosocial concept that refers to a student's expectation of academic excellence without taking personal responsibility for that success, regardless of performance, the quality of their work, or the amount of effort they put in, and making excessive demands on academic achievement that is not deserved.

The feeling of entitlement has received increasing attention in psychological studies and research in recent years. It reflects both adaptive (affirmative) and pathological (restrictive or exaggerated) attitudes to show and emphasize the needs and rights of individuals [18], Morrow has discussed achievement in education, where concluded the idea of cultural shift affects education, as the focus of education shifts away from the values of education towards a greater focus on achievement. The effect of awarding degrees can be given on based on entitlement rather than awarding on valid achievement, leading to an education system driven by entitlement rather than performance. Culture of entitlement and its support carried serious risks of undermining the good they aim to obtain, which was inconsistent with "delegitimization" or disconnected from achieving educational or academic in the name of academic entitlement, defining entitlement as a stable and widespread feeling that an individual is more deserving and entitled than others [10].

Academic entitlement attributed to the students' desire to improve the value of the educational outcome in terms of the program being paid or linked to certain jobs and professions, the social desirability of those around them, in terms of the desire for social security, or the teachers' perceived role among students of what teachers should do as part of their commitment, service towards students, the desire for social rank based on prestige and dominance may drive behavioral patterns to a higher level of entitlement. Entitlement increases when graduate programs are motivated, as students believe that they are customers buying a service. They have inappropriate power and authority in academic situations, this shows tendencies toward aggressiveness, strong self-promotion, and interest in power. High academic entitlement implies a diminished role for personal responsibility in actual academic achievement; and high expectations beyond their capabilities, where the student is unable to adapt due to the cognitive distortions that may feed him, where the higher achievers do not achieve their exaggerated expectations [13, 15, 16, 19, 20].

academic entitlement attitudes can have negative effects on universities. Students affected by poor judgment regarding academic issues; and lack difference judging inappropriate behavior and appropriate behavior as acceptable. Students reported being less likely to engage in academically appropriate behavior, A negative relationship was found between academic entitlement and the perception of cheating as unethical. Higher academic entitlement is more tolerant of cheating behaviors [22, 23, 24].

interpreting entitlement as a trait or as a state, where the beginning of entitlement was for the first time as a basic element as a feature of narcissism in the literature of personality psychology. Then, entitlement was studied as an individual variable common among people, where they classify entitlement as a trait that reflects a constant sense of entitlement across situations. So, entitlement as a trait implicitly means stability across time and space, and thus prevents verification of the factors affecting it through change or treatment from a lifelong developmental perspective. Some other studies directed to interpret entitlement as a state instead of a trait, and perceive that entitlement as a state is a feeling that depends on the context of the situation [10, 25, 26, 27, 28].

Studies show that students with high academic entitlement are more likely to have high expectations which will be fulfilled. They believe that they should exercise control over politics in the classroom, and that they are clients and should be treated as such. When individuals have high entitlement and do not get what they want, they may quickly realize that they have suffered injustice, being mistreated, and that everyday demands are unfair imposed on them. It certainly leads to psychological distress, such as dissatisfaction, intimidation, anger, low job satisfaction, low life satisfaction, low personal acceptance, and negative views to others. entitlement association with luck as a beneficial factor for success, negative association with academic attendance as a beneficial factor, they do not see themselves as active participants in learning, act self-centeredly, and ignore traditional norms of the faculty-student relationship in higher education. It can be detrimental to the student through deficiencies in participation and social interaction, lack of tact and appropriate behaviors, poor social adaptation to university; impairment in academic emotion regulation strategies; lack of appropriate behaviors in the classroom; greater acceptance of plagiarism, academic dishonesty, and bluntness [12, 13, 14, 21, 24, 29, 30, 31, 32, 33].

academic entitlement leads students to act selfishly, and they no longer feel compelled to suffer for the sake of others, and thus missing opportunities to be helpful, as they lack altruistic behavior and help others, and knowledge sharing in the academic field. Knowledge sharing is activities through which information, skills, and experiences can be exchanged between people, friends, families, communities, and organizations. Studies have shown the impact of dimensions of personality traits on university students' desire and tendency to hide. According to their perception, Students' desire to withhold knowledge referring to the tendency to hide useful knowledge that could have been useful to other students, which in turn represents a barrier to the development of social knowledge in the context of education or university [33, 34].

Knowledge sharing is defined as a process in which individuals exchange tacit and explicit knowledge and jointly create new knowledge, it is also a set of behaviors that involve sharing information to help others [35, 36, 37]. The researchers defined it as the belief of the individual in his ability to share the actual information that he possesses effectively through the skills necessary to provide this information.

Postgraduate students have a positive attitude towards cooperation and knowledge exchange in learning and studying. They are used to sharing knowledge in a group activity, and this results from motivation Altruism and obtaining new knowledge. Likewise, collective tasks of learning and knowledge sharing are common in postgraduate education, there are several factors that have effect on knowledge sharing among respondents, such as: level of student satisfaction, promotion of student use and participation, social norms, perceived benefit, level of personal experience, external rewards, attitudes, and subjective norms influence knowledge-sharing behavior significantly and positively [38, 40].

Self-efficacy is a form of self-evaluation that influences decisions about what behaviors to perform, how much effort and perseverance to apply when faced with obstacles, and mastery of the behavior. Though people with high self-efficacy perform the situation-related behavior, social cognitive theory highlights self-efficacy to refer to the expectation of the positive outcome of the behavior will be confidence in the ability to perform the behavior successfully. More recently the concept of self-efficacy was applied to knowledge field to verify the impact of self-efficacy beliefs on knowledge sharing, self-efficacy appears in knowledge sharing as social cognitive theory confirms that the desire to share knowledge is not sufficient to implement it [41].

The concept of self-efficacy in sharing knowledge is due to Bandura's Socio-Cognitive Theory which asserts that the willingness to share knowledge is not sufficient to carry it out but must be motivated by the perceived ability to do skill. Therefore, it is important to have the skill (efficacy) and desire (motivational beliefs) that lead to students sharing knowledge. Therefore, knowledge sharing behavior assumed to be conditioned by knowledge sharing and self-performing effectiveness. Individuals believe that the ability to share knowledge positively leads to predicting their knowledge sharing behavior. Sociocultural theory of learning posits that knowledge sharing and social interaction are the mechanisms through which knowledge is acquired, and learning as such is a social process that is co-created through participation in a "community of practice" where learners share knowledge and learn from more knowledgeable others [41, 42, 43, 44, 45].

Previous studies shown the effect of the big five factors of personality (extraversion, openness, conscientiousness, agreeableness, and neuroticism) on the exchange of knowledge among academics working at the university. Significant influence on knowledge exchange behavior, and openness to experiences was the most important factor affecting knowledge sharing, while the neuroticism dimension had a significant negative impact on knowledge exchange, and the five major factors of personality lead to a significant change in knowledge sharing among students and are highly correlated with students' subjective well-being. It affects satisfaction and achieving efficiency in various situations, social interaction, sharing knowledge and solving collective problems. Sharing knowledge as a behavior represents an important work, where it enhances effective results related to performance, a positive effect on subjective well-being. It is associated with psychological capital, emotional intelligence, and this reflects significantly and positively on the organization [46, 47, 48, 49, 50, 51, 52, 53].

So, one of the current main goals of countries is to achieve a high level of competence in higher education that meets the needs of progress and advancement of countries, and to show the identity of the country in the best international practices in the field of education. More complex ones require proficiency in the use of research forms, methods, and approaches in the social sciences. The education system at the global level is currently undergoing some changes in its organizational, substantive, and structural aspects, to provide variation and personal orientation. The emerging education system requires a different attitude towards the methods of acquiring knowledge by students. Students must master the methods of scientific knowledge that will help them acquire and apply knowledge on their own using traditional or new methods and means. The model of the goal education has also changed towards preparing a competent professional researcher with advanced skills that enable him to plan independent research activities. Thus, the research activity is an active form that contributes to the development of the individual psychological characteristics of the researcher [54]. Academic entitlement reduces academic motivation, desire to learn, and efficiency in academic performance, and increases academic dishonesty [12, 55].

Scientific research needs a process of cooperation between students in conducting research or in sharing knowledge. Sharing knowledge appears in the acceptance and dissemination of knowledge in any way, as it is a communication that depends on the individual's desire to transfer intellectual capital to persuade others, and have what they know. This is an important asset for the educational institution in building intellectual capital networks to foster innovation [56, 57].

Based on the above conceptual framework, this research established the following two hypotheses for further empirical examination:

H1. There is a statistically significant correlation between research competence, the academic entitlement, and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

H2. There are statistically significant differences in research competence between male and female postgraduate students at the College of Education.

H3. There is a statistical significance in academic entitlement among postgraduate students at the College of Education.

H4. There is a statistical significance in Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

H5. Research competence can be predicted by knowing the degree of academic entitlement and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

2 Methods

2.1. Participants

The research sample consisted of (357) male and female students enrolled in postgraduate programs at the College of Education at King Khalid University, Jazan University and Taif University. The sample was selected using online Google form that were sent to participants. The researchers performed two staged samples. The initial research sample consisted of (152) male and female students to verify the psychometric characteristics of the research tools. The second and final research sample consisted of (205) postgraduate students (66 males, 139 females) with (34.9 ± 8.3) years to verify the research hypotheses.

2.2. Measures

2.2.1. Research Competence Scale prepared by the researchers

The scale aimed to measure the research competence of postgraduate students. The dimensions and items of the scale were derived by reviewing theoretical literature and previous studies that dealt with research competence, including: [58, 59, 60], The initial image of the scale consisting of (23) items describing the research competence of postgraduate students, which were presented to (7) experts in mental health, where they approved (80%) for items except (3) items, the scale items were (20). The scale response option includes the following: (totally agree-agree-sometimes-disagree-disagree at all), grades are estimated at (5, 4, 3, 2, 1) for the items. The factorial analysis of the scale items was carried out using the principal components method, and the axes were rotated using the “varimax” method. The results included four factors, the latent root of which is greater than the correct one, explained (56.29%) of the total variance, and thus the number of items of the scale in its final image (18) items, research planning factor (5 items) with total variance (20.85) and latent root (3.71); writing the research factor (5 items), with total variance (19.23) and latent root (3.71); research implementing factor (4 items), with total variance (15.82) and latent root (2, 85) ; finish research factor (4 items), with total variance (12,06) and latent root (2.17).

The reliability of the scale was calculated using Cronbach’s alpha method, and the results indicated that the values of Cronbach’s alpha coefficients for the scale dimension’s items were (0.86, 0.85, 0.89, 0.87), and the total score (0.91), as calculated by the semi-partition method using the Spearman-Brown coefficient, the reliability coefficients were (0.71, 0.78, 0.78, 0.76) respectively, and the total score (0.80). All of which are values indicating that the scale has a good degree of reliability. Internal consistency was calculated using Pearson's correlation coefficients, and the values for the research planning dimension ranged between (0.49-67), the research writing dimension ranged between (0.56-0.81), the research implementation dimension ranged between (0.52-0.88), and the search termination dimension ranged between (0.52-0.88). 0.71-0.77), These values indicate that the scale has a good degree of internal consistency.

2.2.2. Knowledge Sharing Self-Efficacy Scale prepared by the researchers

The scale aimed to measure the Knowledge Sharing Self-Efficacy of postgraduate students, The dimensions and items of the scale were derived by reviewing theoretical literature and previous studies that dealt with Knowledge Sharing Self-Efficacy, including: [41, 45, 61, 62]. The initial image of the scale consisting of (25) items describing Knowledge Sharing Self-Efficacy among postgraduate students, which were presented to (7) experts in mental health, obtaining their approval around (80%) for items except (3) items. the scale items were (23).

The items were answered according to the following response’s options (totally agree-agree-sometimes-disagree-disagree at all), where grades are estimated at (5, 4, 3, 2, 1) for the items, The factorial analysis of the scale items was carried out using the principal components method, and the axes were rotated using the “varimax” method. The results include four factors; the latent root of which is greater than the correct one, and explained (72.73%) of the total variance, and thus the number of items of the scale in its final version (20) items. Providing knowledge factor (5 items), with total variance (24.28) and latent root (4.86); feeling of pride factor (5 items), with total variance (19.60) and latent root (3.92); mutual benefit factor (4 items), with total variance (14,16) and latent root (3,92); altruism factor (4 items), with total variance (12.70) and latent root (2.54).

The reliability of the scale was calculated using Cronbach’s alpha method, and the results indicated that the values of

Cronbach's alpha coefficients for the scale dimension items were (0.79, 0.89, 0.82, 0.86), and for the total score (0.91), as calculated by the semi-partition method using the Spearman-Brown coefficient, the stability coefficients were (0.71, 0.78, 0.74, 0.75) respectively, and for the total score (0.81). All those values indicate that the scale has a good degree of reliability. Internal consistency was calculated using Pearson correlation coefficients, and the values of the knowledge-sharing dimension ranged between (0.58-0.86), the sense of pride dimension between (0.59-0.83), the mutual benefit dimension between (0.71-0.89), and the altruism dimension between (0.71-0.71). 0.79). Values indicate that the scale has a good degree of internal consistency.

2.2.3. Academic Entitlement Scale prepared by the researchers

The scale aimed to measure the academic entitlement of postgraduate students. The dimensions and expressions of the scale were derived by reviewing theoretical literature and previous studies that dealt with academic entitlement, including: [15, 22, 63, 64, 64, 66]. The initial version of the scale consisted of (16) items describing the academic entitlement of postgraduate students, which were presented to (7) experts in mental health, their approval (80%) for items except for (2) items. the scale items were (14) items. Its answer options according to the following responses (totally agree-agree-sometimes-disagree-disagree at all), and grades are estimated at (5, 4, 3, 2, 1) for the items. The factorial analysis of the scale items was conducted using the principal components method, and the axes were rotated using the "varimax" method. The results were two factors, the latent root of which is greater than the correct one, explained (47.74%) of the total variance, and thus the number of items of the scale in its final form (12) items. attempting to earn factor (6 items), with total variance (27.11) and latent root (3.25); sense of importance factor (6 items), with total variance (20.62) and latent root (2.48).

The reliability of the scale was calculated using Cronbach's alpha method, and the results indicated that the values of Cronbach's alpha coefficients for the scale dimension items were (0.89, 0.88), and for the total score (0.90), as it was calculated by the half-partition method using the Spearman-Brown coefficient, the stability coefficients were (0.79, 0.81) respectively, and for the total score (0.87). All those values indicate that the scale has a good degree of reliability. Internal consistency was calculated using Pearson's correlation coefficients, and the values of the gain attempt dimension ranged between (0.59-0.73), and the sense of importance dimension ranged between (0.56-0.79), these values indicate that the scale has a good degree of internal consistency.

3 Procedures

Participants were informed that participation was voluntary to enroll in using an online survey, administered by Google Forms to ensure a wide range of response rate and easy access for the three universities. The participants agreed to participate voluntarily without any compensation or incentives.

4 Results

H1. There is a statistically significant correlation between research competence, the academic entitlement, and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

To test the hypothesis, the correlation coefficient (Pearson's method) was calculated between the degrees of research competence and each of the academic entitlement and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education, as shown in Table (1).

Table 1: Correlation coefficients between degrees of research competence and each of academic entitlement and Knowledge Sharing Self-Efficacy.

Variables	Research planning	research writing	research execution	research completion	RC
earning attempt	-0.56**	-0.57**	-0.59**	-0.54**	-0.58**
Feeling important	-0.59**	-0.57**	-0.49**	-0.51**	-0.54**
AE	-0.61**	-0.57**	-0.57**	-0.57**	-0.57**
Providing knowledge	0.54**	0.51**	0.52**	0.55**	0.59**
feeling proud	0.52**	0.51**	0.51**	0.55**	0.58**
Mutual benefit	0.70**	0.55**	0.70**	0.54**	0.72**
altruism	0.52**	0.51**	0.50**	0.51**	0.56**
KSSE	0.67**	0.58**	0.56**	0.51**	0.67**

** (P < 0.01), AE = academic entitlement, RC= research competence, KSSE= Knowledge Sharing Self-Efficacy

It is clear from Table (1) that there is a statistically significant negative correlation between research competence and academic entitlement. The results also found that there is a statistically significant positive correlation between research

H2. There are statistically significant differences in research competence between male and female postgraduate students at the College of Education.

To test the validity of this hypothesis, the t-test was used to indicate the differences between the mean scores of male and female postgraduate students in research competence, as shown in Table (2).

Table 2: t-test to indicate the differences between the mean scores of male and female postgraduate students in research competence.

Variables	male (n=66)		female (n=139)		t value
	M	SD	Mean	Std. Deviation	
Research planning	19.83	2.78	20.83	2.37	2.65**
research writing	20.52	2.71	21.51	2.69	2.47**
research execution	14.27	2.99	15.62	2.61	3.29**
research completion	15.77	2.29	16.75	2.1	3.02**
RC	70.39	9.23	74.71	8.43	3.32**

** (P < 0.01), RC = research competence, M= Mean, SD= Std. Deviation

The results presented in Table (2) indicate that there are statistically significant differences between male and female students in research competence in favor of female students at significant level (0,01).

H3. There is a statistical significance in Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

To test the validity of this hypothesis, the t-test was used to indicate the differences between the mean scores of male and female postgraduate students in Knowledge Sharing Self-Efficacy, as shown in Table (3).

Table 3: test (t) to indicate the differences between the mean scores of male and female postgraduate students in Knowledge Sharing Self-Efficacy.

Variables	male (n=66)		female (n=139)		t value
	M	SD	m	SD	
Providing knowledge	19.62	2.38	21.55	2.64	5.03**
feeling proud	18.35	1.87	21.17	2.77	7.50**
Mutual benefit	19.88	3.07	22.04	2.58	5.26**
altruism	17.61	4.12	19.4	2.91	3.59**
KSSE	75.45	6.12	84.16	9.78	6.64**

** (P < 0.01), KSSE = Knowledge Sharing Self-Efficacy, M= Mean, SD= Std. Deviation

The results presented in Table (3) indicate that there are statistically significant differences between male and female students in the Knowledge Sharing Self-Efficacy in favor of female students.

H4. There is a statistical significance in academic entitlement among postgraduate students at the College of Education.

To test the validity of this hypothesis, the t-test was used to indicate the differences between the mean scores of male and female postgraduate students in academic entitlement, as shown in Table (3).

Table 4: test (t) to indicate the differences between the mean scores of male and female postgraduate students in academic entitlement.

Variables	male (n=66)		female (n=139)		t value
	M	SD	m	SD	
earning attempt	18.53	4.42	16.58	3.04	3.68**
Feeling important	20.47	4.66	18.46	3.21	3.60**
AE	39	7.91	35.04	5.54	4.14**

** (P < 0.01), AE= academic entitlement, M= Mean, SD= Std. Deviation

The results presented in Table (4) showed that there are statistically significant differences between males and females in academic entitlement in the direction of males at significant level (0,01).

H5. Research competence can be predicted by the degree of academic entitlement and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education.

To test the validity of this hypothesis, a multiple linear regression analysis was performed for the data using a stepwise method, as shown in Table (5, 6).

Table 5: Analysis of variance for the multiple regression model in predicting Research competence by the academic entitlement and self-efficacy to share knowledge.

Model	Sum of Squares	df	Mean Square	F	R	R Square
Regression	7201.8	1	7201.8	162.792**	0.667	0.445
Residual	8980.6	203	44.239			
Total	16182	204				
Regression	10212	2	5106	172.750**	0.794	0.631
Residual	5970.5	202	29.557			
Total	16182	204				

** (P < 0.01)

Table 6: coefficients of multiple regression in predicting Research competence by academic entitlement and self-efficacy to share knowledge.

Model	Unstandardized Coefficients		Standardized Coefficients	t Value
	B	Std. Error	Beta	
(Constant)	23.251	3.951		5.884**
KSSE	0.615	0.048	0.667	12.759**
(Constant)	47.264	4.012		11.782**
KSSE	0.579	0.04	0.628	14.637**
AE	-0.581	0.058	-0.433	-10.092**

** (P < 0.01), AE = academic entitlement, RC= research competence, KSSE= Knowledge Sharing Self-Efficacy

As shown in tables (5, 6) Research Competence can be predicted by the degree of Academic Entitlement and Knowledge Sharing Self-Efficacy among postgraduate students at the College of Education, where the value of "F" for the graded models was significance at level of (0.01), and that the first model indicates that Knowledge Sharing Self-Efficacy is the best of the two variables in predicting Research Competence with a percentage of variance (44.5%) of the total variance of Research Competence, then the Academic Entitlement variable comes with Knowledge Sharing Self-Efficacy with a percentage of variance (63.1%) of the total variance of Research Competence.

5 Discussions:

The results of first hypothesis were aligned with the studies that found that there is a positive correlation between Research Competence and Knowledge Sharing Self-Efficacy [46, 51]. The researchers attributed this finding to the fact that the Knowledge Sharing Self-Efficacy is inherent in postgraduate students, and it also reflects the students' desire to share their knowledge with others, in addition to the group study process among students and the guidance of supervisors to the process of sharing knowledge. Sharing knowledge becomes ingrained within the values of researchers' standards and become an accepted practice for perception held by students.

The result of the hypothesis also indicated that there is a statistically significant negative correlation between Research Competence and Academic Entitlement, and the hypothesis's result agrees with the fact that Academic Entitlement is a threat to student learning. So, if students' learning is compromised, their competence becomes threatened [66, 67]. The researchers attributed this result to the presence of academic entitlement among students is a negative factor that affects their low performance, and results in students asking for academic demands that they do not deserve to receive, which makes them feel and believe that these demands are their right, and leads to a decrease in the level of performance, which is reflected in a decrease efficiency level.

The results of the second hypothesis are consistent with the this study which indicated that both gender consider themselves to be "highly competent" in research, and that female students are more research competent than male students, especially in writing research [68], females outperformed males in research literacy achievement [69], while our result disagreeing with that males and females are similar in searching for information and generating data using the appropriate methodology [70]. The researchers attributed this to the increased motivation of female students, as studies indicated that females have a greater motivation to read than males, and that females have more knowledge than males of conducting different types of research such as qualitative and quantitative research, and they also have communication and verbal skills that enable them to conduct and apply research. Females are also skilled in writing research texts and mastering language skills [71, 72, 73].

The result of third hypothesis is consistent with the study that found that males have greater academic entitlement than females [63, 64, 74, 75], The researchers attributed the result that male students have higher academic entitlement expectations than female students, which reflects the fact that the traditional method of socialization depends on the patriarchal tradition, where males are raised to be more open and seen as distinguished and responsible, while girls are

raised to be obedient, silent and dependent on others, and this pushes males to search for success in any form and in any possible way. They believe that any effort they make, they must obtain in return success and distinction, while female students work hard and diligently to make more effort and work to achieve excellence.

The result of the fourth hypothesis agrees with the results of studies that indicated that female students are more willing to share knowledge than male students [76, 77, 78, 79] This is because when female students share knowledge with others, they feel privileged, and it gives them greater self-confidence. Studies have shown that females show greater social bonding than males in discussions and scientific communication. Females also have the belief that they should act collectively and help others; more willing to share knowledge than males; tend to center social life on close bilateral relationships; more willing to display greater independence compared to male students; more interested in maintaining relationships and interacting with others. When women feel empowered, they may be more willing to participate in sharing knowledge as an indicator of their trust [76, 80, 81, 82], and females are more willing to share knowledge when they have frequent and positive communication in university with their colleagues. Females are usually friendly, sociable, interdependent, and relationship-oriented, while males are usually characterized as committed, firm, independent, and self-oriented achievement [83].

The results of fifth hypothesis agree with the findings of previous studies of a positive correlation between Research Competence and Knowledge Sharing Self-Efficacy, a negative correlation between Research Competence and Academic Entitlement [46, 51, 66, 67]. The researchers attributed this result to the fact that the Knowledge Sharing Self-Efficacy is a positive process and a valuable resource among students. Their positive attitude towards sharing knowledge generates new knowledge, as it is reflected in them by increasing their personal knowledge of their field of research, and this results in an increase in research competence. In contrast, the variable of Academic Entitlement is a variable negatively reflects on Research Competence as it appears in the students' refusal to make academic effort, and to be satisfied only with academic claims without making effort to perform tasks. Certainly, this leads to a low level of desire to acquire the necessary research skills, and results in a lack of research competence.

6 Limitations and future research

Our study has limitations. First, the sample size was small where most of our participants were females. Our data used self-report measures. Research Competence may need to be further explored through investigating the role of academic stress on students and their commitment towards developing capabilities. Lastly, this study relies on a descriptive approach, therefore, utilizing a mixed research approach using both a survey and semi-structured interviews could be useful to offer better insights into the study variables.

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Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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