

# Faculty Members' Attitudes towards the Objectives of Cognitive Behaviour: A Survey Study

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**Abstract:** Knowledge management is one of the issues that closely touches the core of organizations, and its application greatly contributes to improving the performance of academic institutions and achieving a competitive advantage. In addition, it is also so important to know the cognitive behavior, as human behavior is affected in general by environmental conditions and variables, and the needs differ according to different age stages. Thus, the behavior knowledge helps to deal accurately with others and choose the appropriate approaches to do so. Added to that, the study of behavior must not be limited to the individual behavior, but it should necessarily include group behavior as well. Accordingly, and standing upon the previous premises, this study seeks to identify the cognitive behavior, as we will define the concept of the cognitive behavior, its most important objectives, its characteristics, the factors that affect it, its forms, in addition to knowing the trends of faculty members in the Department of Information Science at King University Abdul Aziz in Jeddah (Female Section) towards the cognitive behavior goals. The study relied on the descriptive survey method, and to achieve the objectives of the study, a questionnaire was designed that includes two parts where the first part deals with general data (personal), and the second part stresses questions related to the objectives of cognitive behavior. The researcher used the Likert quadruple scale (strongly agree, agree, disagree, strongly disagree). This study reached a set of results, the most prominent of which were that it became clear through the study the extent of the cognitive awareness possessed by the sample members. In fact, most of the results indicated the extent to which the sample members realize the importance of practicing cognitive behavior and achieving its goals. The current study reached a set of recommendations, including the necessity of advance planning and direct use of the latent energies within the faculty members (study community), and encouraging them to manage knowledge and adhere to its behavior through providing the appropriate environment for that.

**Key words:** Behavior; Cognitive Behavior; Knowledge; Knowledge Sharing Behavior; Objectives of Cognitive Behavior

## 1 INTRODUCTION

Psychology has gone in depth in the study of human psychology and its aspects until it reached the clear foundations of its formation, which are personality, education, and behavior. The study of behavior had the greatest share of research and follow-up from psychologists because it represents the visible and most direct part of the human being, which largely indicates the nature of his/her formation. The concept of behavior in psychology includes both the general definition of human behavior and its different types. In fact, the behavior represents any action or reaction that comes from a human being directly or indirectly, intended or unintended or mechanical occurring in the subconscious, whether it is in the form of an action, a speech or a body language that appears on the human being [1]. The determinants of behavior include the complex effects that occur before the behavior itself occurs. They include physiological, emotional, and cognitive variables as well as the effects that follow the behavior represented in external or internal forms of reinforcement, consolidation or punishment [2]. On the other hand, the growth of the phenomenon of globalization and the spread of modern means of communication have caused knowledge to become one of the precious wealth that must be possessed in all life areas as it has become an essential factor for measuring the strength of society and the level of its progress. As a result, knowledge has become the human intellectual capital in organizations and has even become a strategic source that contributes to their success or failure. Therefore, organizations interest speed in knowledge has accelerated and they developed the so-called knowledge management as a management method for the optimal use of the knowledge resource to achieve effectiveness, continuity and raise the quality of its outputs. The concept of knowledge management refers to the various processes and activities

related to the discovery of new knowledge, the acquisition of current knowledge, the sharing of knowledge with others, the application of the knowledge obtained, and the systems, mechanisms, technology and infrastructure required by those processes [3]. Universities are one of these institutions that have adopted the principle of knowledge management and investment to develop the performance of its employees, which contributes to raising the university's performance and building a sustainable competitive advantage.

The current study tries to shed light on cognitive behavior, and to know the attitudes of faculty members in the Department of Information Science at King Abdulaziz University in Jeddah (female section) towards the goals of cognitive behavior.

## 2 STUDY METHODOLOGY AND PROCEDURES

The study relied on the descriptive survey method, as the researcher believes it is appropriate for this study. It helps in providing information and facts about the reality of the current study. To achieve the objectives of the study, a questionnaire has been designed that includes two sections: the first section includes general data (personal), and the second section consists of questions related to the objectives of cognitive Behavior. The latter included sixteen objectives that were quoted from the study of David De, 1997 [4]. The researcher used the Likert quadruple scale (strongly agree, agree, disagree, strongly disagree). The data were analyzed and processed in addition to determining their frequency and percentages.

## 3 STUDY COMMUNITY AND SAMPLE

The current study aims at identifying the attitudes of faculty members in the Department of Information Science at King Abdulaziz University in Jeddah (female section)

towards the goals of cognitive behavior. The total number of the study community was (25) members of the faculty members (the subject of the study), and the questionnaire was distributed to the total community. The number of the retrieved questionnaires was (18) questionnaires at a rate of 72%, as shown in Tab. 1. Some of the reasons for not completing the questionnaires is that a number of faculty members were in the scholarship stage (internal and external) to complete their doctoral studies.

**Table 1** The study community and sample

Job title	Total number	Respondents' number	Percentage (%)
Teaching Assistant	None	-	-
Lecturer	8	4	50
Assistant Professor	9	8	89
Associate professor	4	2	50
Professor	4	4	100
Total sum	25	18	72

#### 4 THE CONCEPT OF COGNITIVE BEHAVIOR

The term cognitive behavior consists of the two words (behavior - knowledge), so we will first begin by defining these two terms, and then define the cognitive behavior:

- **Definition of behavior:** It is the activity carried out by the organism because of its relationship to certain environmental conditions, as it tries to continuously develop and modify these conditions until it achieves survival and satisfy its needs. Indeed, it is a series of choices among a set of possible responses [5].
- **Definition of knowledge:** Psychiatrists believe that knowledge is a feature that distinguishes the mental state of a person, and it governs his performance of complex activities emanating from mental content based on the ability to think and remember. This definition includes possession of facts mixed with the feelings and emotions of a person and groups, which affects the extent of his awareness and perception of things, as well as the extent of his familiarity with the environment in which he lives [6].
- **The Concept of Cognitive Behavior:** The cognitive Behavior includes all actions or reactions a person performs towards new or old knowledge as a way of sharing, learning or teaching.

The cognitive behavior is defined through two theories [7]:

- **First: The action Theory:** The individual is driven by the environment, which depends heavily on temperaments and social norms.
- **Second: The Behavioral Planning Theory:** It shows behavioral control, which is an important factor in the behavioral analysis of individuals.

Moreover, the cognitive behavior is also defined as a broad concept that includes human-related information activities such as seeking, using, and sharing knowledge [8].

#### 4.1 The Cognitive Behavior Goals

In his scientific paper in 1997, David De mentioned many goals of the cognitive behavior as follows [4]:

- 1) Share your knowledge with others.
- 2) Help someone learn something.
- 3) Have an open dialogue on specific issues.
- 4) Discuss and explore assumptions.
- 5) Talk to all minds with mutual respect.
- 6) Find out if the work has been done before, and use what was done instead of creating something new.
- 7) Communicate with people in the same field of knowledge, and see if they do things that we can use.
- 8) Take some time to think about what happened and discuss it with co-workers or friends.
- 9) Find the best people to help with something.
- 10) Try to combine ideas from different fields.
- 11) Recognize the intellectual efforts of others towards a topic.
- 12) Form teams to collaborate on a specific project.
- 13) Desire to contribute in a certain glory.
- 14) Be trustworthy.
- 15) Enhance confidence in the person and in his work.
- 16) Verify the existence of reliable sources of information.

#### 4.2 Cognitive Behavior Characteristics

In terms of characteristics, the same features that are applied to behavior in general are also applied to cognitive behavior which are [9]:

- It is a causative behavior: the behavior does not start except from a reason or for a reason.
- It is a purposeful behavior: meaning that it seeks to achieve a goal or satisfy a person's need.
- It is a diverse behavior: that is, it appears in multiple forms so that it can adapt to the situations facing it.
- It is a flexible behavior: it can be developed, modified and added according to situations and reactions.
- It is a motivated behavior: that is, it does not come from emptiness, as many factors stand behind it.
- Behavior is a continuous process: every behavior is a part or link of a long integrated chain the links of which are constantly merging.
- The cognitive sharing behavior is an individual act carried out by individuals within the community.

#### 4.3 Factors Affecting Cognitive Behavior

When studying cognitive behaviors, we find that they are related to the behavior of the individual, which is affected by several basic factors as follows [10]:

- 1) **Inheritance:** Parents pass it on to their children through the genes, so the individual is born with those traits he has since his birth, including positive and negative ones.
- 2) **Environment:** the environment to which he belongs affects the behavior of the individual. The environment leaves an impact on the behavior of the individual from several aspects. We find that the city-originated individual is characterized by a behavior that differs

from the desert or the countryside originated individuals. We also find that the eastern environment differs from the western environment, which has an impact on the behavior of the individual belonging to it.

- 3) **Learning:** An individual's behavior is affected by what he acquires and learns of knowledge, which affects the individual's behavior positively and negatively. The higher the education level of the individual, the more positively affected his behavior.

#### 4.4 Forms of Cognitive Behavior

The cognitive behavior has many forms mentioned by David Long in the introduction of a scientific paper published in 1997, [4]:

Create, use and share knowledge. Thus, we can say here that the forms of cognitive behavior go in the same line with the processes of knowledge management, starting with diagnosis, passing through generation, then storage, sharing and finally application.

The exchange of knowledge is subject to a number of concepts, values and theories, including [11]:

- Theories based on economic cooperation and interaction, called the Economic Exchange Theory (EET).
- The Social exchange theory (SET), in which social relations have an important role in their formation.

Based on the theory of economic exchange (EET) and the theory of social exchange (SET), the following factors can be determined for the exchange of knowledge between members of society, after taking into account that the exchange of "sharing" knowledge is one of the most important knowledge behaviors [12]:

- 1) **Rewards:** Rewards are among the factors affecting the behavior of knowledge, specifically the behavior of knowledge exchange. Rewards can help encourage knowledge sharing but not in the long run as they encourage knowledge sharing for a specific time.
- 2) **Organizational culture:** Organizational culture is one of the most important factors affecting the exchange of knowledge due to the need of knowledge exchange for a conscious organizational culture that cannot be manipulated so that members of society can trust it, which encourages them to share knowledge within that organization.
- 3) **Link to work tasks:** If the members of the organization in their work tasks do not find enough time to communicate with each other, then this is an influential factor among the factors affecting the cognitive behavior, specifically the sharing of knowledge between individuals, the organization, and then the community.
- 4) **Modern Technology:** Modern technology is one of the factors that has a positive impact on the cognitive behavior, as it assists the organization members and the community in their communicating with each other, which facilitates the exchange of knowledge between the members of the organization and then the community.

- 5) **The behavioral aspect of the person:** The behavioral aspect of individuals and society, and specifically what characterizes each individual's behavioral aspects, whether inherited or acquired, is an important factor affecting the cognitive behavior. Indeed, there are those who are characterized by non-positive behavioral characteristics in their interaction with society members, such as selfishness or love of possession, and we find that they are unable to exchange knowledge with others.

## 5 DATA DESCRIPTION AND ANALYSIS

In this axis, the data collected via the questionnaire including the answers of the sample will be presented, described and analyzed. It also contains the statistical treatment of the data using frequency tables and percentages for the following sections:

- 1) The first section: Personal information (public data).
- 2) The second section: The goals of cognitive behavior.

### 5.1 The First Section: Personal Information (Public Data)

This section includes an analysis of the demographic (personal) data of the study sample, according to the following elements: Academic qualification, academic degree, and years of service (experience), as follows:

### 5.2 Academic Qualification

Tab. 2 shows the academic qualifications of the study sample members from the faculty members in the Department of Information Science at King Abdulaziz University.

**Table 2** Distribution of the sample members by academic qualifications

Qualification	Frequency	Percentage (%)
Bachelor	0	0
M.A.	4	22
PhD	14	78
Total sum	18	100

From the previous table, we notice that the number of respondents who got a doctorate degree topped by 78%, while the number of individuals who got a master's degree was four individuals with a rate of 22%. It is also noted that there is no B.A holder among the sample, which shows the high academic level of the sample members.

### 5.3 Job Title

The job titles occupied by the sample members differ as shown in Tab. 3.

**Table 3** Distribution of the sample members according to job titles

Job title	Frequency	Percentage (%)
Teaching Assistant	0	0
Lecturer	4	22
Assistant Professor	8	45
Associate Professor	2	11
Professor	4	22
Total sum	18	100

It is clear from the previous table that most of the sample members occupy the rank of assistant professor, and their number reached 8 individuals, representing 45%. This category, from the researcher's point of view, is one of the most important groups that needs practicing cognitive behavior in conducting studies and scientific research. In the second place, comes both the individuals holding the rank of lecturer and the individuals holding the rank of professor, four individuals each, representing 22% of each rank. In the last rank comes the individuals who hold the rank of associate professor, and their number is two, representing 11%. It is noticed that none of the sample members has the rank of teaching assistant, and this is related to the data of the academic qualification that was analyzed in the previous part, as it indicated that there is no member of the sample holding a bachelor's degree. Thus, as a logical result, there will be no one occupying the rank of teaching assistant.

#### 5.4 Years of Service (Experience)

The years of service in the Department of Information Science represent the experiences and skills acquired by the sample members over the work years in the field of teaching and scientific research in the department. The owners of these experiences and skills can be a benefit in practicing cognitive behavior effectively. Tab. 4 shows the years of service for the sample members, which are as follows:

**Table 4** Distribution of sample members according to years of service

Years of Service (Experience)	Frequency	Percentage (%)
1-5 years	0	0
5-10 years	4	22
10-15 years	6	33
15-20 years	3	17
More than 20 years	5	28
Total sum	18	100

**Table 5** The results of the questionnaire related to the objectives of cognitive behavior

Objective	The cognitive behaviour goals	Approval degree								Result
		Strongly agree		Agree		Disagree		Strongly disagree		
		Frequency	Percentage, %	Frequency	Percentage, %	Frequency	Percentage, %	Frequency	Percentage, %	
1	Share your knowledge with others.	17	95	1	5	-	-	-	-	Strongly agree
2	Helping someone learn something.	16	89	2	11	-	-	-	-	Strongly agree
3	Conduct an open discussion on specific issue.	12	67	6	33	-	-	-	-	Strongly agree
4	Discuss and explore assumption.	13	72	5	28	-	-	-	-	Strongly agree
5	Talk to all minds with mutual respect.	18	100	-	-	-	-	-	-	Strongly agree
6	Find out if the work has been done before, and use what was done instead of creating something new.	7	39	3	17	8	44	-	-	Strongly agree
7	Communicate with people in the same field of knowledge, and see if they do things that we could use.	11	61	7	39	-	-	-	-	Strongly agree
8	Take some time to think about what happened and discuss this with co-workers or friends.	11	61	7	39	-	-	-	-	Strongly agree
9	Find the best people who can help with something.	12	67	6	33	-	-	-	-	Strongly agree
10	Try to combine ideas from different fields.	14	78	4	22	-	-	-	-	Strongly agree
11	Recognize the intellectual effort others make towards an issue.	15	83	3	17	-	-	-	-	Strongly agree
12	Form teams to collaborate on a specific project as unified work teams.	15	83	3	17	-	-	-	-	Strongly agree
13	Willingness and desire to participate in a certain glory.	14	78	5	17	1	5	-	-	Strongly agree
14	Being trustworthy.	13	72	5	28	-	-	-	-	Strongly agree
15	Enhancing confidence in the person and in his work.	17	95	1	5	-	-	-	-	Strongly agree
16	Check the existence of reliable source of information.	17	95	1	5	-	-	-	-	Strongly agree

The results of the previous table indicate that the largest proportion of the sample members' fall within the category with experience between 10-15 years, and the number of its members is six, at a rate of 33%. In the second place comes the individuals who have served for more than 20 years, and their number is five individuals at a rate of 28% which is a good indicator because the more years of service for the sample members, the more this helps to provide a balance of skills and experiences that help in practicing cognitive behavior. Then comes in the third place the individuals who have served between 5-10 years and their number is four individuals, at a rate of 22%. In the fourth place comes the individuals who have served between 15-20 years and their number is three individuals at a rate of 17%. It is noted that

there are no individuals of the sample members whose number of years of service is less than five years, and this is an important indicator, as the increase in the number of years of experience means an increase in experience and in the awareness of the importance of practicing cognitive behavior.

• **The second section: The goals of cognitive behavior:**  
In this section, the results of data analysis related to the 16 cognitive behavior goals that were mentioned previously will be presented. Tab. 5 reflects the way the sample members think in terms of the degree of approval and the degree of disapproval towards these goals. Each objective will be discussed separately and described quantitatively and qualitatively.

**Objective 1: Share your knowledge with others.****Table 6** First Objective: Share knowledge with others

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	17	95
Agree	1	5

Through the previous table, we find that everyone supported the first goal, which is to share knowledge with others, and the majority opted for the phrase "strongly agree". Their number was seventeen at a rate of 95%. One respondent chose the phrase "agree" at a rate of 5%. This is a positive indicator, as agreement reflects the nature of the academic community, which realizes the importance of practicing cognitive behavior and the need to share knowledge with others, which is thanks to the influence of the organizational culture factor possessed by the academic community to which the sample members belong.

**Objective 2: Helping someone learn something.****Table 7** The second objective: Helping others learn

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	16	89
Agree	2	11

Through the previous Tab. 7, we find that everyone showed their agreement with the second goal, which is the initiative to help others in learning, as 16 respondents opted for strong agreement with a percentage of 89%, and two of them chose the phrase "agree" with a percentage of 11%. This result is supportive and complementary to the result of the first goal, where we find that whoever has the ability to share knowledge with others will naturally be willing to help teach others what they need.

**Objective 3: Conducting an open discussion on specific issues.**

Tab. 8 shows the agreement of all study sample members to conduct an open discussion to deal with certain issues with others. Twelve of the sample members opted for the phrase "strongly agree" at a rate of 67%. Six of the sample members preferred the phrase "agree" with a percentage of 33%. This reflects the democratic thinking and flexibility of the sample members in the discussion and exchange of attitudes with other parties in the issues in which there is a lot of controversy. In fact, this helps in the exchange of experiences and knowledge, especially the tacit knowledge between the interlocutors, and this greatly contributes to supporting the practice of cognitive behavior.

**Table 8** The third objective: Conduct an open discussion

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	12	67
Agree	6	33

**Objective 4: Discussing and Exploring Assumptions.****Table 9** The fourth Objective: Discuss and explore assumptions

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	13	72
Agree	5	28

Tab. 9 shows everyone's agreement and support for discussing, exploring and verifying assumptions. Thirteen respondents chose the phrase "strongly agree" at a rate of 72%, and five respondents preferred the phrase "agree" at a rate of 28%. This is a logical result as it is related to the nature of the academic sample community, which includes elite researchers and explorers who seek, through their scientific research, exploring and testing scientific hypotheses and verify their validity to prove or disprove them through the results they reach in their research studies.

**Objective 5: Talk to all minds with mutual respect.****Table 10** The fifth objective: Talk to others with mutual respect

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	18	100

The fifth objective of the cognitive behavior ranked first in strong approval by all 18 members of the sample, without exception, with a percentage of 100%, as all sample members are keen on the commitment to respect others in conversations and discussions. This refers to the professional ethics that characterize the sample members. Indeed, this feature is one of the important characteristics that must mark the cognitive behavior, as without a commitment to respect others in conversations, the desired goal of discussion and dialogue is not achieved, especially in discussing scientific issues within the academic community.

**Objective 6: Find out if this work has been done before, and use what was done instead of creating something new.****Table 11** The sixth objective: Start work by building on what others have done

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	7	39
Agree	3	17
Disagree	8	44

This goal is considered as the first goal about which the attitudes of the sample members conflicted ranging between approval and disapproval. The highest percentage was 44%, with eight sample members showing their disagreement with this goal, which is to ensure and know that a certain work has been done and benefit from it in a new work. However, seven members showed their strong agreement with a percentage of 39%. In addition, three sample members opted for the phrase "agree" for this goal by 17%. This result reflects the keenness of some members of the sample to build new knowledge and business from the fruits of their own ideas, instead of depending on others' work, in order to achieve and fulfill their love of excellence and creativity.

### Objective 7: Communicate with people in the same field of knowledge, and see if they do things that we can use.

**Table 12** The seventh objective: Communication with others in the same field of knowledge

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	11	61
Agree	7	39

Tab. 12 shows the consent of all sample members to communicate with specialists in the same field of knowledge to find out the extent of benefit from their ideas or scientific research. The majority of eleven members showed their strong approval for this goal by 61%. Seven members agreed representing 39%. The researcher believes that the reason for the approval of all members of the sample for this goal is due to the keenness of the academic community to achieve knowledge integration in their ideas in order to support and activate them by benefiting from the knowledge of others and sharing knowledge with them.

### Objective 8: Take some time to think about what happened and discuss it with co-workers or friends.

**Table 13** The eighth Objective: Discussing with others about certain issues

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	11	61
Agree	7	39

This result is similar to the results of the previous goal in the choices and percentages in the answers of the sample members, as the previous Tab. 13 indicated that eleven of the sample members showed their strong agreement with this goal at a rate of 61%, seven members agreed with the goal representing 39%. We find that all members of the sample are keen to think about what happened and discuss it with colleagues, and this indicates their commitment to achieve credibility in their work and in their scientific research. We notice that there is a similarity between the results of this objective and the results of the previous one in terms of choices, frequency and percentages.

### Objective 9: Find the best people who can help with something.

**Table 14** The ninth objective: search for the best people to get help

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	12	67
Agree	6	33

Tab. 14 shows that twelve respondents expressed their strong agreement in searching for the best people to provide the required assistance with a percentage of 67%, while six sample members chose the phrase "agree" at a rate of 33%. The agreement of all respondents with this goal indicates the interest of the sample members in communicating with the best people to benefit from them and get their assistance. We notice that there is a similarity between the results of this goal and the results of the third goal in terms of choices, frequency and percentages.

### Objective 10: Attempting to combine ideas from different fields.

**Table 15** The tenth objective: Combining ideas from different fields

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	14	78
Agree	4	22

In the response of the study sample members about their attempt to combine ideas from different fields, everyone expressed their agreement towards this goal, as fourteen respondents showed their strong agreement with a percentage of 78% and four members expressed their approval, representing 22%. This objective is consistent with the seventh objective, which is (Communicating with people in the same cognitive field, and searching whether they do things that we can use). Both seek to achieve cognitive integration of ideas and knowledge, as we find that the seventh goal aims at achieving knowledge integration from within the field or specialization, while the tenth goal aims at achieving knowledge integration with other fields outside the specialization or the field of knowledge to which the individual belongs.

### Objective 11: Recognize the intellectual effort others make towards an issue.

**Table 16** The eleventh objective: Recognition of the intellectual effort of others

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	15	83
Agree	3	17

All members of the sample expressed their agreement about recognizing others' intellectual efforts. Fifteen respondents showed their strong agreement, representing 83%, while three members expressed their approval with a rate of 17%. We find that everyone agreed with recognizing the intellectual efforts of others, which proves the ethics hold by the sample members, as a matter of commitment to scientific honesty in documenting ideas to their actual owners.

### Objective 12: Forming teams to cooperate in a specific project as unified work teams.

**Table 17** The twelfth objective: Forming cooperative teams

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	15	83
Agree	3	17

All members of the study sample showed their consent to forming unified cooperative teams to work on a particular project, where fifteen respondents chose the phrase "strongly agree" with a rate of 83%, and three members opted for the phrase "agree" representing 17%. This reflects the cooperation spirit of the sample members, which is one of the important requirements in practicing cognitive behavior and sharing knowledge with others. We notice that there is a

similarity between the results of this goal and the results of the previous one in terms of choices, frequency and percentages.

### Objective 13: Willingness and desire to participate in a certain glory.

**Table 18** The thirteenth objective: Participation in a certain glory

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	14	78
Agree	3	17
Disagree	1	5

The sample members' opinions varied about the thirteenth goal, which is the willingness and desire to participate in a certain glory, as we find that the majority expressed their strong agreement with this goal by fourteen respondents, at a rate of 78%. Three members showed their approval, at a rate of 17%, while we find that there is one respondent disagreed with this goal at a rate of 5%. Despite the opposition of one person to this goal, the majority have the ambition to achieve a certain glory on their own or to participate in achieving it with others. This positive indicator reflects the effectiveness of the cognitive behavior of the sample members.

### Objective 14: Being Trustworthy.

**Table 19** The fourteenth objective: trust in the parties that are addressed or share knowledge with

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	13	72
Agree	5	28

From the above table Tab. 19 we notice that the majority expressed their strong agreement towards this goal, with thirteen individuals and a percentage of 72%. Five members chose the phrase "agree" with a percentage of 28%. This indicates the importance of having confidence in the person who will be addressed and exchange knowledge with. The greater the trust between the people involved in knowledge, the more effective the practice of cognitive behavior. We notice that there is a similarity between the results of this goal and the results of the fourth goal in terms of choices, frequency and percentages.

### Objective 15: Enhancing confidence in the person and in his work.

**Table 20** The fifteenth objective: strengthening confidence in the person and in his work

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	17	95
Agree	1	5

In regard to enhancing confidence in the person and in his work or achievements, all agreed with this goal, as the majority of seventeen people chose the phrase "strongly agree" with a percentage of 95%, while one individual chose

the phrase "agree" with a percentage of 5%. In fact, enhancing confidence is an important factor during the practice of cognitive behavior, because the more a person feels others' confidence in him and in his work and achievements, the more this will motivate him to present more of his ideas and share knowledge with others. However, with the lack of confidence it becomes difficult to practice cognitive behavior effectively with others. We notice that there is a similarity between the results of this goal and the results of the first goal in terms of choices, frequency and percentages.

### Objective 16: Check the existence of reliable sources of information.

**Table 21** The sixteenth objective: Relying on reliable sources of information

Respondents' attitude (sample members)	Frequency	Percentage (%)
Strongly agree	17	95
Agree	1	5

We notice from Tab. 21 that the results of this goal are similar to the results of the previous goal, where the majority expressed their strong agreement with verifying the validity and reliability of the information sources they rely on by seventeen members representing 95%, while only one person agreed, with a percentage of 5%. Due to the nature of the academic community, to which the members of the sample belong, this is a logical result. They belong to the information science discipline that is concerned with information sources and verifying their reliability and validity for reliance in studies and scientific research. The validity of the results depends on the validity of the information quoted or found in reliable sources of all kinds and forms.

## 6 STUDY RESULTS

This study dealt with the subject of the objectives of cognitive behavior by exploring the attitudes of the faculty members in the Department of Information Science at King Abdulaziz University in Jeddah (female section) towards the objectives of cognitive behavior, through a questionnaire that included a set of questions related to the sixteen objectives of the cognitive behavior. The study resulted in the following:

- 1) It became clear through the study that all members of the sample have high academic qualifications, as the percentage of those who hold a master's degree reached 50%, the percentage of those who hold a doctorate degree reached 50%, and this indicates the high scientific level of the sample members.
- 2) The number of the "Lecturer" rank occupants had the largest share of the sample by 50%, then those holding the "Professor" rank at a rate of 22%, followed by the "Assistant Professor" rank holders by 17%, and finally came the "Associate Professor" rank holders at a rate of 11%.
- 3) As for the years of service or experience, the category (10-15) years was the most chosen category by the sample members, with a percentage of 33%. In the

second place comes the category (more than 20) years, with a percentage of 28%, followed by the category (5) - 10 years, with a rate of 22%, then comes the last category (15-20) years with a rate of 17%, and this indicates the long experience of the sample members.

- 4) It became clear through the study the extent of the cognitive awareness of the sample members, as most of the results indicated the high awareness of the sample members for the importance of practicing cognitive behavior and achieving its goals. Indeed, this is not surprising for a study community that belongs to the specialty of information science, which includes a doctoral program in the specialization of Knowledge Management. Thus, they are the most suitable people to deal with understanding, managing, and practicing knowledge and its behaviors.
- 5) The study revealed the superiority of the fifth goal, which is (talking with all minds with mutual respect) by getting the strong agreement of all members of the sample by 100%. This indicates the ethics of the sample members in terms of democratic thinking in accepting and respecting the others' opinions.
- 6) Most of the responses of the sample members about the objectives of cognitive behavior were marked by agreement ranging from the phrase "strongly agree" and the phrase "agree", except for the sixth goal, there were eight responses that expressed disagreement, and the thirteenth goal only one of the sample members opted for disagreement.
- 7) The phrase "strongly agree" ranked first in answering fifteen of the goals of cognitive behavior, except for the sixth goal that topped by the phrase "disagree".
- 8) It became clear through the study, the similarity and convergence in the attitudes of the sample members towards the goals of cognitive behavior. Thus, we find that there are goals that are equal in the frequency of the answers and percentages such as the first goal, the fifteenth goal, and the sixteenth goal. The third and the ninth goals are similar, as well as the fourth and the fourteenth goals, in addition to the seventh and the eighth goals and finally, the eleventh and the twelfth goals. The reason for this similarity in viewpoints may be due to the belonging of all members of the sample to the same specialty or scientific department, which is the information science department.

## 7 RECOMMENDATIONS AND FUTURE SUGGESTIONS

In light of the previous results of the study, and to develop the practice of cognitive behavior in the study community, some recommendations and future proposals can be put forward, which are as follows:

- 1) Increasing interest in cognitive behavior and raising awareness of its importance and the necessity of its practice and application by all sample members.
- 2) Work to enhance trust among the faculty members (the subject of the study), and develop a culture of practicing cognitive behavior because of its positive reflections on performance.

- 3) Pre-planning and directing the use of the latent energies within the faculty members (study community), and encouraging them to manage knowledge and adhere to its behavior, by providing the appropriate atmosphere and environment for that.
- 4) Conducting more training courses and scientific activities (seminars, conferences, discussion panels, and workshops) that would support the effective practice of cognitive behavior.
- 5) Studying and identifying the obstacles to practicing cognitive behavior that face the sample members, and working to overcome them.
- 6) Conducting more studies to cover the aspects not covered by this study.

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