Journal of Innovation & Knowledge 7 (2022) 100265

Journal of Innovation & Knowledge

https://www.journals.elsevier.com/journal-of-innovation-and-knowledge

The impact of responsible leadership on knowledge sharing behavior through the mediating role of person–organization fit and moderating role of higher educational institute culture

Syed Arslan Haider[a], Ahsan Akbar[b,c,*], Shehnaz Tehseen[a], Petra Poulova[c], Farrokh Jaleel[d]

[a] Department of Management, Sunway University Business School (SUBS), Sunway University, No 5, Jalan Universiti, Bandar Sunway 47500, Selangor Darul Ehsan, Malaysia
[b] International Business School, Guangzhou City University of Technology, Guangzhou 510080, People's Republic of China
[c] Department of Informatics and Quantitative Methods, Faculty of Informatics and Management, University of Hradec Kralove, 500 03 Hradec Králové, Czechia
[d] Mechanical engineering, International Islamic University, Islamabad, Pakistan

ARTICLE INFO

Article History:
Received 25 June 2022
Accepted 3 September 2022
Available online 16 September 2022

Keywords:
Responsible leadership
Knowledge sharing behavior
Higher educational institute culture
Person–organization fit

ABSTRACT

The aim of this study is to investigate the effect of responsible leadership on knowledge sharing behavior. Furthermore, we investigated the mediating role of person-organization fit in the relationship between responsible leadership and knowledge sharing behavior. Moreover, higher educational institute culture moderates the relationship between responsible leadership and person-organization fit. The data collected from 295 respondents (teachers, head of department and management staff) from universities located in different cities of China. The data were gathered at one time, and therefore, the study is cross-sectional. Because of COVID-19, there have been a few universities closed; therefore, data were also collected online. The data were analyzed quantitatively using the partial least squares (PLS)–structural equation modelling (SEM) technique. The result indicated that responsible leadership is positively and significantly influential on knowledge sharing behavior directly, and also indirectly through mediator person-organization fit. Also, the higher educational institute culture positively and significantly moderates the relationship between responsible leadership and person-organization fit.

Introduction

In recent management research, the concept of responsible leadership has received a lot of attention (Miska et al., 2013). For businesses, responsible leaders and knowledgeable employees are essential assets (Rehman et al., 2021). For inspiring workers' motivation, responsible leaders play a key role as role models (e.g., work engagement) (Yafi et al., 2021). At the same time, competent personnel play a vital role in sharing information in order to reciprocally help each other in attaining performance goals (e.g., through helpful initiatives) (Du et al., 2014). As a result of the efforts of such responsible leaders and employees' awareness, much emphasis has been placed on what has been dubbed "responsible leadership" (Lynham & Chermack, 2006) and "knowledge sharing" (Lim & Lee, 2013). The influence of a leader over employees inside an organization to raise desired incentives (i.e., top–down influence) is referred to as responsible leadership. Knowledge sharing, on the other hand, is the impact of employees on one another in order to guide their own incentives (i.e., horizontal influence) (Haider et al., 2021). Responsible leadership is defined as a leader's ethical act of encouraging, interacting with, empowering, and persuading personnel to participate in responsible development and constructive change (e.g., Liu & Lin, 2018; Yafi et al., 2021). The degree to which personnel have favorable attitudes and are willing to share their expertise with one another is referred to as knowledge sharing (Bock & Kim, 2002).

Knowledge sharing and leadership, for example, have been identified as the most powerful aspects in human behavior in a social network setting by the literature on knowledge management (Xie et al., 2020). According to Ipe (2003), an organization's ability to exploit its knowledge for performance development is significantly reliant on its employees' information sharing, implying that knowledge sharing has a beneficial impact on job performance. On the same hand, past research suggests that responsible leadership (Doh & Quigley, 2014)

Abbreviations: KM, Knowledge Management; HEIs, Higher Educational Institutes; KSB, Knowledge Sharing Behavior; POF, Person–Organization Fit; RL, Responsible Leadership.

* Corresponding author at: International Business School, Guangzhou City University of Technology, Guangzhou 510080, People's Republic of China.
E-mail address: akbar@gcu.edu.cn (A. Akbar).

https://doi.org/10.1016/j.jik.2022.100265

is a significant driver of job performance because it serves as a role model for employees who are motivated to work hard to achieve employment objectives (Mata et al., 2021). It provides strong support for justifying the critical roles of responsible leadership and knowledge sharing in the development of job performance (Freeman & Auster, 2011; Jean et al., 2011; Maak & Pless, 2006). Previous literature has theoretically justified that when leadership and information sharing are coupled, a pleasant work climate emerges to influence performance, which is consistent with our major claim, above (Alzghoul et al., 2018). According to Gates (1995), leadership is a social exchange process that motivates workers to achieve performance goals that are shared by both leaders and workers. Responsible leadership, in particular, promotes the sense that the leader values employees' perspectives, pushing them to do their jobs well (Han et al., 2019). Simultaneously, according to social exchange theory, information or knowledge sharing based on social reciprocity is critical for increasing job performance (Jean et al., 2011; Mahmoud et al., 2021b). Employees are able to synthesize knowledge by exchanging and learning expertise in the workplace, which ultimately leads to improved job performance (Camisón-Haba et al., 2019). On the contrary, if sharing is disabled, job performance is likely to suffer. Although research has looked at how responsible leadership (Doh & Quigley, 2014) and information sharing (Kwahk & Park, 2016) influence job performance, the combined effect of responsible leadership and knowledge sharing has not been studied. Because researchers have found that knowledge sharing alone is insufficient to boost performance, such a simultaneous influence is worth investigating (Markovic & Bagherzadeh, 2018). Furthermore, how responsible leadership impacts the knowledge through the mediating mechanism of person-organization fit has yet to be tested in a single model scenario. As a result, our research aims to close this knowledge gap. The first aim of this study was to investigate the impact of responsible leadership on knowledge sharing behavior with the mediating role of person-organization fit between responsible leadership and knowledge sharing behavior. The degree of congruence between employee and organizational ideas, norms, values, and goals has traditionally been defined as person-organization fit (Ruiz-Palomino *et al.*, 2013).

Likewise, scholars have asked for more research into a potential moderator of the impacts of leadership and information sharing on their subsequent consequences as knowledge sharing and leadership studies have developed (Bhargava & Pradhan, 2017). Faculty success in higher education is influenced by a variety of factors, including leadership style and organizational culture (Li *et al.*, 2022). According to Thrash (2009), academic leaders must possess a variety of leadership abilities in order to be more effective in their positions. Heads of departments, chairpersons, and faculty deans play an important role in universities in leading their faculty to properly do their tasks since they produce assets (students) for the well-being of society and the country's future economic progress (Tehseen & Haider, 2021). An organization's culture is shaped to a large part by its leadership, and leadership can also influence organizational culture improvement (Peng et al., 2020). Employees can be energized by organizational culture, which is generally expressed in terms of shared values, beliefs, and assumptions. For example, organizational culture can foster ethics and virtuous behavior, which can improve a number of individual and organizational results (Ruiz-Palomino et al., 2013). Knowledge sharing is a key Knowledge Management (KM) procedure that has an impact on the success of KM programmes (Haider et al., 2021). However, according to one study, knowledge sharing is still underresearched in comparison to the other KM activities (Fullwood et al., 2013). While there have been numerous studies that have addressed knowledge sharing and some of its causes (McAdam et al., 2012; Michailova & Hutchings, 2006), little has been done to explore this in the context of Higher Educational Institutes (HEIs). Faculty members at higher education institutions play a critical role in producing and reusing their knowledge and intellectual property through research and teaching in this regard (Rehman et al., 2021). As a result, sharing knowledge, experience, and resources among academics has always been essential to university success (Ramayah et al., 2013). Despite this, there is a scarcity of research on information sharing in knowledge-intensive institutions such as HEIs, particularly those that consider significant cultural aspects in developing countries (Fullwood et al., 2013; Howell & Annansingh, 2013). Therefore, the second purpose of this study was to look into the impact of organizational culture in moderating the link between responsible leadership and person-organization fit in higher education.

Literature review

Responsible leadership and knowledge sharing behavior

Several studies have shown that team leadership has a significant impact on knowledge sharing. Leadership has a direct impact on information sharing, according to these studies (Kim & Yun, 2015). Srivastava et al. (2006), for example, discovered that responsible leadership was linked to knowledge sharing. According to Lee et al. (2010), the knowledge builder's leadership role improved knowledge sharing in teams. Researchers also looked at the impact of the team's leadership on information sharing from a moral standpoint (Lu et al., 2019; Bavik et al., 2017). According to the social learning theory (Lee et al., 2010), responsible leadership can help people share their knowledge. It claims that followers pay attention to responsible leaders' actions, see them as attractive and credible role models, and begin to replicate their responsible leaders' modelled behaviors. Fairness, honesty, openness, values, and trustworthiness describe responsible leadership, which entails the role of a moral person or a moral manager both of whom may foster information sharing among their followers (Mai et al., 2022).

In contrast to other organizational settings, the scientific research team in a knowledge-based environment concentrates solely on knowledge creation or knowledge production. In the context of higher education, responsible leadership requires HODs, Deans and other persons to provide a moral example for academic staff and to emphasize the significant impact they may have. Responsible leadership will persuade others that they should care about and respect others, as well as urge them to engage in prosocial actions. The favorable association between responsible leadership and information sharing behavior in the workplace has been documented in the literature. As a result, we propose:

H1: Responsible leadership has a positive impact on knowledge sharing behavior.

Responsible leadership and person-organization fit

Responsible leaders foster strong social ties in the workplace and maximize human potential through fostering a positive work environment, climate, and communication (Cameron & Caza, 2005). Because responsible leaders can build an ethical work environment to raise employees' satisfaction with their work, responsible leadership has a direct impact on employee work engagement and indirectly boosts job performance (Doh & Quigley, 2014). In other words, responsible leaders help employees achieve better job performance through increased psychological engagement (Yafi et al., 2021) as they set positive examples, communicate effectively, and inspire people to be fully immersed in their work in order to achieve positive organizational outcomes (Doh & Quigley, 2014). Responsible leadership is critical in developing workplace social norms of responsibility, which inspires employees to collaborate and support one another to achieve performance goals (Syed et al., 2021). A responsible leader

prefers to help people as a role model for employees, and how their leader arouses a sense of responsibility in them has a significant impact on the employees' helpful activities (Lin, 2006). As a result, responsible leaders can give better opportunities for employees to align their values with the organization's goals. Some existing studies have found a positive and significant relationship between responsible leadership and person-organization fit (Huang et al., 2005). Thus, we develop the hypothesis below:

H2: Responsible leadership has a positive impact on person-organization fit.

Person-organization fit and knowledge sharing behavior

Person-organization fit is also thought to have an impact on Knowledge Sharing Behavior (KSB), which is defined as the active interchange of shared ideas, experiences, and information among colleagues in order to develop long-term knowledge sharing that is beneficial to the business (Razak et al., 2016). Knowledge sharing entails trust in one's expertise and in one's personal and collegial relationships, as well as their influence on the personal satisfaction elicited by sharing contacts (Holste & Fields, 2010). Because an individual's appropriateness for an organization can foster ease of adaption with colleagues and external actors, person-organization fit is a crucial component (Schneider, 1987). If a continuous organizational culture that accepts knowledge sharing behavior and encourages employees to debate their ideas with coworkers is implemented, the employees' values and the organization's values will be better aligned (Akram et al. 2020). Person-organization fit is expected to boost organizational members' confidence in knowledge sharing interactions. Employees' willingness to share their expertise is an unavoidable requirement for creating and utilizing knowledge, without which the organization's success is jeopardized. According to Han et al. (2010), it is critical to guarantee that people share tacit knowledge in order for the company to succeed. Haider & Tehseen (2022) examined various problems in terms of information sharing attitudes. The first is employee motivation to share their tacit knowledge. The second dilemma is the free rider problem, which refers to achieving collaboration among self-interested persons, and the third dilemma is about increasing information transmission efficiency (Allal-Chérif, & Bidan, 2017). On the basis of prior research investigations, Han et al. (2010) concluded that employees with a sense of psychological ownership have an altruistic spirit, which is a significant precursor of a knowledge sharing attitude, and psychological ownership is a product of person-organization fit. Studies have found that person-organization fit is favorably correlated with information sharing aspects (Sudibjo & Prameswari, 2021; Wahyudi, 2019; Saleem & Ambreen, 2011; Muthusamy, 2009). As a result, 'we propose the following hypothesis:

H3: Person-organization fit has a positive impact on knowledge sharing behavior.

Mediating role of person–organization fit between responsible leadership and knowledge sharing behavior

The possibility that person-organization fit mediates the relationship between responsible leadership and knowledge sharing behavior is supported by the third hypothesis, which, when combined with the second (that responsible leadership is positively related to person-organization fit), is consistent with the possibility that person-organization fit mediates the relationship between responsible leadership and knowledge sharing behavior. Despite the fact that this mediation effect has yet to be empirically tested, it is consistent with studies examining other mediators of the leadership-employee outcomes association (Valentine et al., 2006). For example, Darnold et al., (2005) discovered that responsible leadership is a likely positive factor in person-organization fit, which could impact knowledge sharing behavior. Employee beliefs are central to responsible leadership. For instance, the degree to which employee opinions are valued, and the extent to which the leaders are concerned about employee perceptions, were expected to have a positive impact in motivating employees to share their knowledge with others (Valentine et al. 2006; Robinson et al., 2012). Kaptein (2008) concluded that one of the virtues on which an ethical society is formed is supportability. Sharma et al. (2009) also discovered that perceived fairness mediated the link between leadership and organizational commitment. Furthermore, because employees are exposed to virtuousness and encouraged to share their knowledge (Mele, 2009), there is the potential to build intraorganizational social capital, facilitating communication, cooperation, and strong relationships (Mahmoud et al. 2022), and resulting in attachment and attraction to virtuous actors (Bolino et al., 2002). Both Mulki et al. (2008) and Jaramillo et al. (2006) investigated the potential mediating function of person-organization fit in different variables. Thus, based on the above few studies that have found the mediating role of person-organization fit, we also assume that that the responsible leadership has an impact on knowledge sharing behavior through the mediating role of person-organization fit. This is because, when employees perceive that their values fit with the values of the organization, only then will the responsible leaders be able to create a favorable environment for them and be able to motivate them to share knowledge with others. This leads to the development of below hypothesis:

H4: Person-organization fit mediates the impact of responsible leadership on knowledge sharing.

Moderating role of higher educational institute culture for responsible leadership and person–organization fit

Organizational culture is reflected in its members' shared values and beliefs, and it is manifested in the organization's goals and the methods employed to attain them, such as the firm's structure (Hofstede, 1994). The collective personality of a university, college, or other organization has been termed as university culture (Shian et al., 2022). It has also been defined as the atmosphere formed by individuals' social and professional contacts at the university. In addition, culture has an important influence in establishing "what the institutions are and what they may become" (Norton, 1984). The relationships that people have with their organizations are referred to as person-organization fit. Person-organization fit, according to Kristof (1996), occurs when at least one party meets the demands of the other and/or shares similar features. While person-organization fit encompasses numerous variables such as values, needs, skills, and personality, other studies have concentrated just on the values component (Amos and Weathington, 2008). For example, Chatman (1989) proposed that there would be higher levels of person-organization fit if the individual's values aligned with the organization's values. Individuals deliberately gravitate towards organizations where they believe their values will be congruent with those of the organization. Individuals learn the organization's ideals and conventions through socialization processes (Chatman, 1989). If the person-organization fit is regarded to be poor, and the organization's values are strong, the individual's values may evolve and become more aligned with that of the organization. Most empirical research has focused on the values component of person-organization fit, as defined by Chatman (1989). Strong person-organization fit has repeatedly been linked to positive attitudinal and behavioral outcomes, such as higher work satisfaction, commitment (Mahmoud et al., 2021a), and OCB, as well as lower turnover (Hoffman &

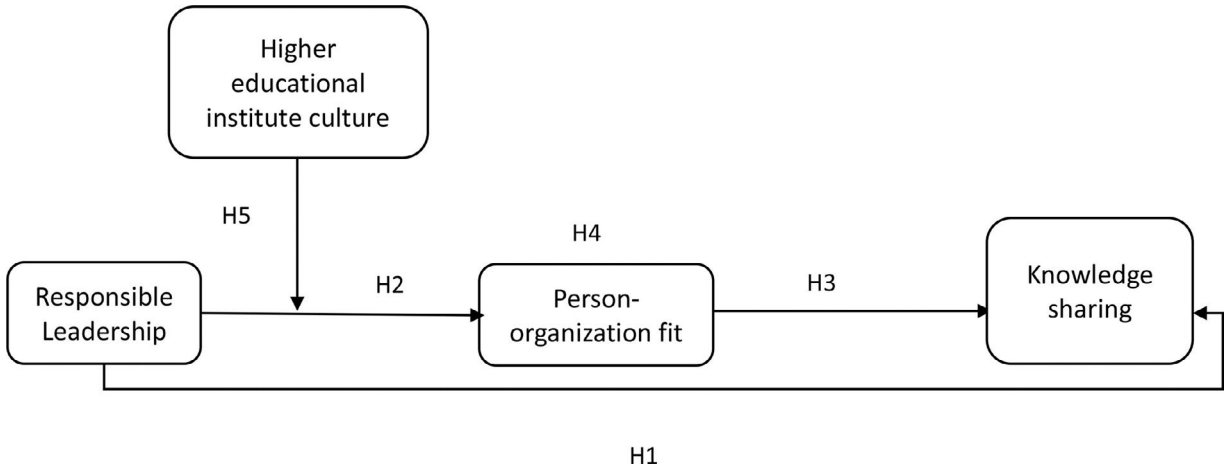

Fig. 1. Conceptual model.

Woehr, 2006). Schneider (1987) claimed that people are drawn to, and choose, groups that share their ideals. Recently, academics have put a positive gloss on person-organization fit by claiming that people are drawn to companies that perform ethically (Coldwell et al., 2008). Organizational culture has been used as a moderator for different types of leadership and their outcomes (Alneyadi et al., 2019; Hamzah et al., 2013). Nevertheless, we do assume that higher educational institute culture could positively moderate the impact of responsible leadership on person-organization fit, because responsible leadership will be more influential on person-organization fit when the culture of institute becomes aligned with the values of the person. In order words, responsible leadership of HODs, Deans and others in HEIs has stronger impact on person-organization fit with the institutional culture which will represent the values of employees. In light of this perspective on corporate cultural values and the relevance of a person-organization fit in terms of the "match" of employer and employee (see Fig. 1), we propose:

H5: Higher educational institute culture has a moderating role for the impact of responsible leadership and person-organization fit such that impact of responsible leadership on person-organization fit is higher when the higher educational institute culture is positive.

Research methodology

Sampling and procedure

It is difficult to gather data for the whole population due to restricted resources and inevitable time restrictions (Ehrlich & Ehrlich, 1986). As a result, data were gathered and analyzed using a purposive sampling method (Etikan et al., 2016). The data were collected from teachers, heads of department and management staff from universities located in different cities of China. The data were gathered between August 2021 and February 2022. The data were gathered at one time and, therefore, the study is cross-sectional. To maintain confidentiality, the names of the universities are not disclosed. The sample size for this research is 295 respondents, since data were collected during the Covid-19 epidemic and so relied on respondents' willingness to complete the questionnaire. The first author visited the universities and sought permission to complete the research. Because of COVID-19, there have been a few universities closed; therefore, data were also collected online. 400 questionnaires were distributed, and 295 respondents returned the complete surveys with a list of questions. Harman's single factor test is performed after data collection to find common method variance; the result of extraction sums of squared loading is 24.38% of variance, which is less than 50%; hence, there is no common method biased problem in the data (Tehseen, Ramayah & Sajilan, 2017).The response rate was quite promising at 73.75%, during the challenging times of the COVID-19 pandemic. Table 1 illustrates that, of the respondents, 57.6% were men and 42.4% were women. The vast majority of responders to educational studies are MPhil/MS and Ph.D. holders. Lastly, the majority of respondents have work experience of 6 to 10 or greater than 11 years.

Measures

Data was gathered with the use of questionnaires collected, adopted from prior studies. In order to conduct a larger-scale investigation, the pilot study was designed to confirm that the questionnaire was reliable (Van Teijlingen & Hundley, 2010). The questionnaire has a total of 32 items. In terms of the independent variable, a 6-item scale adopted from Lin et al. (2020) with a Cronbach alpha (α) reliability of 0.870 was utilized to examine responsible leadership. Sudibjo et al. (2021) designed a 7-item scale to quantify person–organization fit as a mediator variable, with an alpha reliability value of 0.847. The dependent variable knowledge-sharing behavior was measured using a 7-item scale adopted from Sudibjo et al. (2021), with an alpha reliability of 0.878, and a 12-item scale developed by HA (2020) was used to measure the moderating variable higher educational institute culture, with an alpha reliability of 0.925. We utilized a five-point Likert scale, with 1 indicating (Strongly Disagree), 2 (Disagree),

Table 1
Descriptive statistics.

Demographics	Categories	Frequency	Percent
Gender	Female	125	42.4
	Male	170	57.6
Age	20–30	87	29.5
	31–40	151	51.2
	41–50	54	18.3
	>50	3	1.0
Education	Bachelor	37	12.5
	Masters	61	20.7
	MS/M.Phil.	33	11.2
	PhD	154	52.2
	Any Other	10	3.4
Experience	Less than 3	14	4.7
	3 to 5	41	13.9
	6 to 10	164	55.6
	11 and Above	76	25.8

Table 2
Measurement model.

Constructs/ Items	Factor Loading	α	CR	AVE	Author
Responsible Leadership		0.870	0.905	0.625	Lin et al. (2020)
My supervisor often enables communication by exemplifying positive talks (positive communication).	0.854				
My supervisor is concerned about employee emotion (positive climate).	0.848				
My supervisor develops quality social relationships in the workplace (positive connection).	0.841				
My supervisor is capable of inspiring employees (positive calling).	0.834				
My supervisor is responsible for achieving positive change in the firm (positive demonstration).	0.855				
My supervisor shows the importance of being responsible in the workplace (positive demonstration).	0.404				
Person–Organization Fit		0.847	0.903	0.627	Sudibjo et al. (2021)
I fit into the work environment within this university.	0.838				
I know the purpose of this university.	0.892				
I align with the purpose of this university.	0.844				
I am willing to follow what the university does to achieve its goals.	0.857				
I am aware of the values embraced by the university.	0.824				
I believe in the values of this university.	0.869				
I make a positive contribution to the university.	0.877				
Knowledge-Sharing Behavior		0.878	0.905	0.586	Sudibjo et al. (2021)
I often acquire new knowledge from co-workers.	0.878				
I often share the knowledge I have with colleagues.	0.858				
Knowledge exchange between individuals is very likely to occur within this university.	0.703				
There are many opportunities to exchange knowledge with colleagues.	0.883				
Technology plays an important role in the exchange of knowledge between colleagues.	0.859				
Management plays an important role in the exchange of knowledge.	0.544				
When I gain new knowledge, I want to learn more and develop it.	0.534				
Higher Educational Institute Culture		0.925	0.936	0.573	HA (2020)
Mission					
The university has a clear strategy that gives specific meaning, purpose and direction to the work	0.748				
Leaders always create ambitious goals	0.739				
The university has a long-term vision to produce motivation for all employees	0.794				
Involvement					
The university regularly increases skills training sessions to motivate employees to participate in the work	0.778				
The university appreciates teamwork in the process of work completion	0.724				
Employees have the right to propose ideas about how to work and their rights and benefits at the university	0.754				
Adaptability					
The university can adapt quickly to the changing business environment	0.830				
The university quickly understands and responds to student demands both at present and in the future	0.798				
The university always grasp market changes accurately	0.757				
Consistency					
The departments, divisions and units of the university can collaborate well to achieve common goals	0.574				
The university always has general rules on how to perform the work	0.802				
The university appreciates its employees who have a high sense of compliance with work regulations	0.743				

Abbreviation: Cronbach's Alpha (α), Composite Reliability (CR); Average Variance Extracted (AVE)

3 (Neutral), 4 (Agree), and 5 (Strongly Agree). It is the best tool for gathering information since it facilitates the collection of quantitative data in an effective and easy manner. Cronbach alpha was used to assess the reliability of latent variables. Cronbach alpha values for all variables were more than 0.70, indicating that reliability greater than 0.7 is regarded satisfactory (Taber, 2018). The Cronbach alpha test results are shown in Table 2.

The data were then bootstrapped to 5000 samples using Smart-PLS 3 software to generate estimates of the sampling distribution's appropriateness and population standard errors to guarantee that the sample data accurately represented the population (Purwanto & Sudargini, 2021). The multivariate fact-based examination included the following tests: factor loading, convergent validity, discriminant validity checked by Heterotrait-Monotrait Ratio (HTMT- Ratio) and structural equation model examination by calculation of explained predictive relevance (Q^2), variance (R^2) and effect size (f^2) (Hair et al., 2017).

Results

The data were analyzed quantitatively using the partial least squares (PLS)–structural equation modelling (SEM) technique. Conventional sample data was employed since the PLS-SEM technique does not need a traditional assumption test for the PLS-SEM method (Hair et al., 2017). The latent nature of the variables precluded direct measurement; hence the PLS-SEM approach was used (Ramayah et al., 2018). As a result, existing theories are used to measure the variables of interest. People–organization fit is both exogenous and endogenous, and knowledge-sharing behavior is a dependent and an endogenous variable in this study's emphasis on latent variables. Responsible leadership and higher educational institute culture are exogenous variables. This approach includes factor loadings, Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) measurements (Shrestha, 2021). As previously stated, when one item of a construct is related to other items of the same construct, this is known as convergent validity. There are many ways to evaluate this, including factor loadings, Composite Reliability (CR), and Average Variance Extracted (AVE). Factor loadings must have a value larger than 0.70 in order to be considered significant. Items with factor loadings in the range of 0.40 to 0.70 should only be deleted if removing them boosts composite reliability or the AVE values (Hair, Howard, & Nitzl, 2020). Thus, all estimates of factor loadings, CR, and AVE exceeded the specified cut-off requirements; as a result, the measurement model has convergent validity, as illustrated in Table 2.

A model's constructs are considered to have discriminant validity if they are distinct from each other (i.e., both constructs are not assessing the same phenomenon). Heterotrait–Monotrait Ratio (HTMT) is defined as the average correlation of the indicators across distinct constructs and their associated constructs, as measured by the HTMT (Ab Hamid et al., 2017). A threshold level of 0.90 is seen in studies, while constructs that are conceptually comparable have a

Table 3
Discriminant Validity Heterotrait–Monotrait Ratio (HTMT).

Constructs	HEIC	KSB	POF	RL	RL * HEIC
HEIC					
KSB	0.557				
POF	0.541	0.970			
RL	0.491	0.765	0.817		
RL * HEIC	0.095	0.196	0.218	0.150	

Abbreviations: Responsible Leadership (RL); Knowledge Sharing Behavior (KSB); Person–Organization Fit (POF); Higher Educational Institute Culture (HEIC).

threshold level of 0.85 or lower (Hair, Howard, & Nitzl, 2020). Models with constructs that are unrelated to each other have a threshold level of 0.85 or lower. Table 3 shows that not a single result was larger than 0.85, which is a significant finding. As a result, the discriminant validity of the test was proven.

Following the completion of the measurement model, the structural equation model is computed. We used the methods proposed by Ramayah et al. (2018) to investigate the mediating effects of POF and the moderating role of HEIC . Four particular criteria were utilized to examine both the direct and indirect impacts of structural equation models: To begin, estimate the amount of variance disclosed by all constructs by estimating the level of R^2 for endogenous latent variables (Hair et al., 2017). Although the satisfactory estimate of R^2 relies on the research environment (Cohen, 1988), the values of 0.26, 0.13, and 0.09 indicate high, moderate, and low levels, respectively. However, in the current research, R^2 values for endogenous variables in the direct impact model on KSB are 0.794, indicating that RL, POF and HEIC predicts a 79.4% change in KSB. Furthermore, the R^2 for POF is 0.571, indicating that RL and HEIC predicts a 57.1% change in POF (see Fig.2). Table 4 demonstrates that the model has a good prediction accuracy. Secondly, to evaluate the predictive relevance (Q^2), a cross-validation redundancy measure was also employed to assess the research model's relevance (Hair et al., 2017). Table 4 reveals the suitable estimates significance of the direct effect model since the value of Q^2 is larger than zero, Q^2=0.353 for the endogenous latent variable the direct RL, HEIC to POF, also Q^2=0.457 for the indirect impact of RL, POF and HEIC to KSB.

Thirdly, effect size (f^2) is the influence of the independent variable on the dependent variable in order to recognize how much the effect of the exogenous (independent variable) is visible to the endogenous (dependent variable) (Hair et al., 2017). The Cohen (1988) rule classifies effect sizes of 0.02, 0.15, and 0.35 as having small, medium, and large impacts, respectively. Table 5 shows that the impact size for RL to KSB is 0.035, RL to POF is 0.701, POF to KSB is 1.469 and the moderating variable HEIC on KSB is 0.801. Therefore, the effect sizes of these exogenous constructs on the endogenous construct are medium and large, respectively.

The results show that H1, the direct impact of RL on KSB, is positive and significant (β = 0.120, p<0.01). Furthermore, H2 and H3, the direct impact of RL on POF (β = 0.617, p<0.000) and POF on KSB (β = 0.801, p<0.000), are also positive and significant. Therefore, all three direct hypotheses, H1, H2 and H3, were accepted. Finally, the indirect mediating effect of POF on the relationship between RL and KSB is positive and significant (β = 0.494, p<0.000), also greater than the direct effect. Furthermore, the moderating effect of HEIC is positive and significant on the relationship between RL and POF (β = 0.099, p<0.000), indicating that both indirect mediating and moderating hypotheses H4, and H5 were accepted.

Discussion

This study has discussed the impact of responsible leadership on knowledge sharing with the mediating role of person-organization fit. This study has also investigated the moderating role of higher educational institutes' culture for the impact of responsible leadership on knowledge sharing. The first hypothesis, i.e., H1, was supported due to the positive and significant impact found in results for the impact of responsible leadership on knowledge sharing. The result of this hypothesis was in line with some existing studies that have also resulted in a similar finding under various contexts

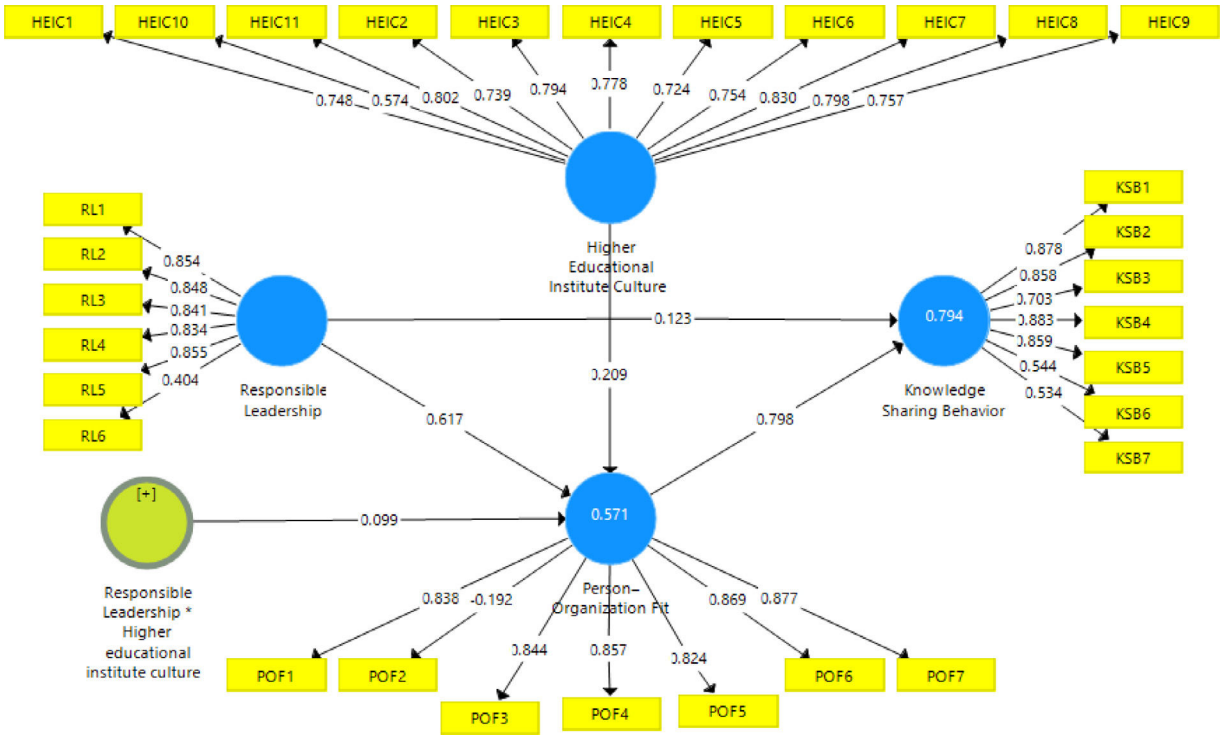

Fig. 2. Structural equation modelling.

Table 4
Coefficient of determination in the PLS method.

Constructs	R Square	R Square Adjusted	Q^2
Knowledge Sharing Behavior	0.794	0.792	0.457
Person–Organization Fit	0.571	0.567	0.353

(Lu et al., 2019; Bavik et al., 2017). Thus, it has been empirically proven that responsible leaders motivate the employees to share their knowledge in the context of HEIs. By sharing knowledge with colleagues, the academic staff can assist the junior staff members to equip themselves with the essential skills and knowledge required for achieving institutional goals. H2, related to the impact of responsible leadership on person-organization fit, was also supported, as was found by a few other researchers as well (Huang et al., 2005). This means that responsible leaders provide a more favorable environment for the employees where they perceive a better fit of their personal values. H3, which was regarding the impact of person-organization fit on knowledge sharing, was also supported in this study. The result of H3 is congruent to existing studies as well those which came up with similar findings in various contexts (Sudibjo & Prameswari, 2021; Wahyudi, 2019; Saleem & Ambreen, 2011; Muthusamy, 2009). Thus, the person-organization fit motivates the employees to share their knowledge, and their knowledge sharing behavior could play a vital role in achieving the institution's aims. Since the values of employees are perceived to be similar to the values of the institution, they thus feel more respected and valued in the organization and, therefore, are motivated to depict knowledge sharing behavior. H4, which hypothesized the mediating influence of person-organization fit, was also supported in this study. The finding of H4 is a new contribution of this study because the mediating impact of person-organization fit was never studied before by researchers regarding the impact of responsible leadership on knowledge sharing. However, the mediating result found in this study also provides empirical evidence that the person-organization fit can act as a mediator, as person-organization fit has been found as a mediator in different studies under various contexts (Mulki et al., 2008; Jaramillo et al., 2006). Since the strong relationship of responsible leadership and knowledge sharing behavior exists in the current studies, thus, this influence of responsible leadership on person-organization fit goes through the mechanism of person-organization fit. This means that responsible leaders can motivate the employees into sharing knowledge only when the employees perceive a better fit with the organization. H5 was relevant to the moderating impact of higher educational institutes' culture for the impact of responsible leadership on person-organization fit; this was also found to be positive and significant in this study. This means that the impact of responsible leadership on person-organization fit is stronger when the higher educational institute's culture is positive and favorable. This is the new finding of this study, because higher educational institutes' culture has not been investigated as moderator before for the influence of responsible leadership on person-organization fit, although this variable has been studied as a moderator in other contexts and was found as a positive moderator in existing literature (Alneyadi et al., 2019; Hamzah et al., 2013).

Theoretical implication

In various aspects, the current investigation theoretically supports the literature. To begin with, the majority of previous research on leadership styles for knowledge sharing has included leadership, charismatic leadership, authentic leadership, ethical leadership, and transformational leadership. Previous research on leadership in the knowledge domain has revealed the necessity for more objective measures and experimental – and thus causal – analyses of proposed models, including responsible leadership. The current study successfully addresses this demand for responsible leadership and assesses its impact on employees' knowledge-sharing attitudes and behaviors in higher educational institutions. As a result, the new contribution is the link between responsible leadership and information sharing. The study's second theoretical contribution is a mediation investigation of person-organization fit for the impact of responsible leadership on information sharing attitudes and behavior. This is because previous research has only looked at the mediating effect of person-organization fit for other types of interactions, such as ethical culture and employee outcomes (Ruiz-Palomino et al., 2013), but not for responsible leadership and knowledge sharing attitudes and behaviors. Finally, this study's unique contributions include the moderating function of higher educational institute culture in the impact of responsible leadership on person-organization fit.

Practical implication

Responsible leadership has a favorable impact on information sharing in higher educational institutions, according to this study. Heads of Departments (HODs) and Deans can, thus, serve as role models for academic employees by exercising responsible leadership and encouraging constructive communication and relationships. HODs and Deans can also foster a positive social climate in the workplace by encouraging positive social contact and constructive debate. HODs and Deans can inspire staff to share knowledge for the organization by instilling the value of responsible leadership in their behavior. Secondly, this study provides empirical evidence of the role of person-organization fit in mediating the impact of responsible leadership on employee knowledge-sharing behaviors and attitudes. We recommend that HODs and Deans encourage mutual assistance since positive interpersonal interactions promote reciprocity, which promotes knowledge exchange. Likewise, the person-organization fit as a mediator directs the HR, HODs and Deans of higher educational institutes to recruit only those academic staff members whose

Table 5
Results of the structural equations model.

Hypothesis	Relationship among constructs	β	Mean	S. D.	T Values	f square Values	*P* Values	Remarks
	Direct Effect							
H1	RL -> KSB	0.120	0.120	0.037	3.275	0.035	0.001	Supported
H2	RL -> POF	0.617	0.616	0.041	15.223	0.701	0.000	Supported
H3	POF -> KSB	0.801	0.801	0.032	25.333	1.469	0.000	Supported
	HEIC -> POF	0.209	0.212	0.045	4.645	0.081	0.000	Supported
	Mediating Effect							
H4	RL -> POF-> KSB	0.617*0.801=0.494	0.493	0.037	13.456		0.000	Supported
	Moderating Effect							
H5	RL * HEIC -> POF	0.099	0.097	0.028	3.603	0.027	0.000	Supported

Abbreviations: Responsible Leadership (RL); Knowledge Sharing Behavior (KSB); Person–Organization Fit (POF); Higher Educational Institute Culture (HEIC); Standard Deviation (S.D.).

personal values have good fit with the higher educational institute. Moreover, the positive moderating influence of institutional culture also provides practical implication for all HODs and Deans of higher educational institutes to develop a positive and favorable culture to facilitate the responsible leadership for person−organization fit. In other words, the responsible leaders of higher educational institutes may assess the person-organization fit in better ways when the institutional culture is positive and favorable.

Strengths, limitations and future directions

Every study has space for growth, and no research is without restrictions. There are certain limitations to the current study. The first is that the information was acquired solely from higher educational institutes. As a result, data generalization is limited because different industries may have different organizational cultures. It is proposed that similar studies be conducted in the future for various industries, such as the banking, hotels, and manufacturing sectors. Aside from that, the current study is cross-sectional, and the education industry is always evolving. As a result, the current study will not reflect future business scenarios, limiting its generalizability. Future research should take a longitudinal approach. Following this, future researchers can use knowledge sharing to explore additional leadership traits such as authentic leadership, transactional leadership, ethical leadership, or transformational leadership, as we have done with responsible leadership. Due to time constraints, this study only looked at one mediator and moderator. In order to achieve more definite and full results, future research can improve the model and can identify new mediators for responsible leadership and knowledge sharing. Other moderators, such as personality factors, can also be examined by future researchers. Future scholars can go in a number of different paths from here. COVID-19′s rapid growth has wreaked havoc on people's lives, societal structures, livelihoods, and organizations all around the world. The COVID-19 pandemic is causing businesses to start adopting new frameworks to address new needs and difficulties, such as quick decision-making, staff productivity, and business continuity threats (Xie et al., 2020). Further research is needed to see how digital platforms may be used to facilitate the knowledge sharing behaviors in various contexts. In the COVID-19 context, additional research might look into the impact of digitization on knowledge-sharing within various contexts.

References

Ab Hamid, M. R., Sami, W., & Sidek, M. M (2017, September). Discriminant validity assessment: Use of Fornell & Larcker criterion versus HTMT criterion. *Journal of Physics: Conference Series*, *890*,(1) 012163.

Akram, T., Lei, S., Haider, M. J., & Hussain, S. T. (2020). The impact of organizational justice on employee innovative work behavior: Mediating role of knowledge sharing. *Journal of Innovation & Knowledge*, *5*(2), 117–129.

Allal-Chérif, O., & Bidan, M. (2017). Collaborative open training with serious games: Relations, culture, knowledge, innovation, and desire. *Journal of Innovation & Knowledge*, *2*(1), 31–38.

Alneyadi, B. A., Al-Shibami, A. H., Ameen, A., & Bhaumik, A. (2019). Moderating effect of organizational culture on relationship between transformational leadership and human capital: An empirical study on public sector of UAE. *International Journal on Emerging Technologies*, *10*, 23–31.

Alzghoul, A., Elrehail, H., Emeagwali, O. L., & AlShboul, M. K. (2018). Knowledge management, workplace climate, creativity and performance: the role of authentic leadership. *Journal of Workplace Learning*, *30*(8), 592–612.

Amos, E., & Weathington, B. (2008). An analysis of the relation between employee-organization value congruence and employee attitudes. *Journal of Psychology*, *142*(6), 615–632.

Bavik, Y. L., Tang, P. M., Shao, R., & Lam, L. W. (2017). Ethical leadership and employee knowledge sharing: Exploring dual-mediation paths. *Leadership Quarterly*, *29*, 322–332.

Bhargava, S., & Pradhan, H. (2017). Work value congruence and job performance: Buffering role of leader member exchange and core self-evaluation. *Asian Social Science*, *13*(1), 98–105.

Bock, G. W., & Kim, Y. (2002). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resources Management Journal*, *15*(2), 14–21.

Bolino, M., Turnley, W., & Bloodgood, J. (2002). Citizenship behavior and the creation of social capital in organizations. *Academy of Management Review*, *27*(4), 505–522.

Cameron, K., & Caza, A. (2005). Developing strategies and skills for responsible leadership. (Eds), In DohJ. P. , & StumpfS. A. (Eds.), *Handbook on responsible leadership and governance in global business* (Eds). (pp. 87−111). Cheltenham/Northampton, MA: Edward Elgar.

Camisón-Haba, S., Clemente-Almendros, J. A., & Gonzalez-Cruz, T. (2019). How technology-based firms become also highly innovative firms? The role of knowledge, technological and managerial capabilities, and entrepreneurs' background. *Journal of Innovation & Knowledge*, *4*(3), 162–170.

Chatman, J. A. (1989). Improving interactional organizational research: a model of person-organization fit. *Academy of Management Review*, *14*, 333–349.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. (pp. 19−74). New York: Routledge Academic.

Coldwell, D., Billsberry, J., Meurs, N., & Marsh, P. (2008). The effects of person-organization ethical fit on employee attraction and retention: towards a testable explanatory model. *Journal of Business Ethics*, *78*(4), 611–622.

Darnold, T. C., Kristof-Brown, A., & Shore, L. M. (2005). A model of perceived organizational support and Person-organization fit. *Honolulu, HI: Presented at the Annual Academy of Management Meeting*.

Doh, J. P., & Quigley, N. R. (2014). Responsible leadership and stakeholder management: Influence pathways and organizational outcomes. *Academy of Management Perspectives*, *28*(3), 255–274.

Ehrlich, P. R., & Ehrlich, A. H. (1986). Population, resources. *Nuclear Weapons and the Future of Humanity: The Fundamental Questions*, 85.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1–4.

Freeman, R. E., & Auster, E. R. (2011). Values, authenticity, and responsible leadership. *Journal of Business Ethics*, *98*(1), 15–23.

Fullwood, R., Rowley, J., & Delbridge, R. (2013). Knowledge sharing amongst academics in UK universities. *Journal of Knowledge Management*, *17*(1), 123–136.

Gates, G. (1995). A review of literature on leadership and emotion: Exposing theory, posing questions, and forwarding an agenda. *Journal of Leadership Studies*, *2*(4), 98–110.

HA, V. D. (2020). Impact of organizational culture on the accounting information system and operational performance of small and medium sized enterprises in Ho Chi Minh City. *The Journal of Asian Finance, Economics and Business*, *7*(2), 301–308.

Haider, S. A., & Tehseen, S. (2022). Role of decision intelligence in strategic business planning. *Decision intelligence analytics and the implementation of strategic business management* (pp. 125−133). Cham: Springer.

Haider, S. A., Zubair, M., Tehseen, S., Iqbal, S., & Sohail, M. (2021). How does ambidextrous leadership promote innovation in project-based construction companies? Through mediating role of knowledge-sharing and moderating role of innovativeness. *European Journal of Innovation Management*.

Hair, J., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. *Industrial Management & Data Systems*, *117*(3), 442–458. doi:10.1108/IMDS-04-2016-0130.

Hair, J. F., Jr., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, *109*, 101–110.

Hamzah, M. I., Othman, A. K., Hashim, N., Rashid, M. H. A., & Besir, S. M. (2013). Moderating effects of organizational culture on the link between leadership competencies and job role performance. *Australian Journal of Basic and Applied Sciences*, *7*(10), 270–285.

Han, T., Chiang, H., & Chang, A. (2010). Employee participation in decision-making, psychological ownership and knowledge sharing; mediating role of organizational commitment in Taiwanses high tech organizations. *The International journal of Human Resource Management*, *21*(12), 2218–2233.

Han, Z., Wang, Q., & Yan, X. (2019). How responsible leadership motivates employees to engage in organizational citizenship behavior for the environment: A double-mediation model. *Sustainability*, *11*(3), 605–617.

Hoffman, B., & Woehr, D. (2006). A quantitative review of the relationship between person-organization fit and behavioral outcomes. *Journal of Vocational Behavior*, *68*(3), 389–399.

Hofstede, G. (1994). *Cultures and organizations*. London: HarperCollins.

Holste, J. S., & Fields, D. (2010). Trust and tacit knowledge sharing and use. *Journal of Knowledge Management*, *14*(1), 128–140.

Howell, K. E., & Annansingh, F. (2013). Knowledge generation and sharing in UK universities: A tale of two cultures? *International Journal of Information Management*, *33*(1), 32–39.

Huang, M. P., Cheng, B. S., & Chou, L. F. (2005). Fitting in organizational values: The mediating role of person-organization fit between CEO charismatic leadership and employee outcomes. *International Journal of Manpower*, *26*(1), 35–49.

Ipe, M. (2003). Knowledge sharing in organizations: A conceptual framework. *Human Resource Development Review*, *2*(4), 337–359.

Jaramillo, F., Mulki, J. P., & Solomon, P. (2006). The role of ethical climate on salesperson's role stress, job attitudes, turnover intention, and job performance. *Journal of Personal Selling & Sales Management*, *26*, 271–282.

Jean, R. J. B., Tan, D., & Sinkovics, R. R. (2011). Ethnic ties, location choice, and firm performance in foreign direct investment: A study of Taiwanese business groups FDI in China. *International Business Review*, *20*(6), 627–635.

Kaptein, M. (2008). Developing and testing a measure for the ethical culture of organizations: The corporate ethical virtues model. *Journal of Organizational Behavior*, *29*, 923–947.

Kim, S. L., & Yun, S (2015). The effect of coworker knowledge sharing on performance and its boundary conditions: an interactional perspective. *The Journal of Applied Psychology*, *100*, 575–582.
Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualization, measurement, and implications. *Personnel Psychology*, *49*, 1–49.
Kwahk, K. Y., & Park, D. H. (2016). The effects of network sharing on knowledge-sharing activities and job performance in enterprise social media environments. *Computers in Human Behavior*, *55*, 826–839.
Lee, P., Gillespie, N., Mann, L., & Wearing, A. (2010). Leadership and trust: Their effect on knowledge sharing and team performance. *Management Learning*, *41*, 473–491.
Li, M., Yang, F., & Akhtar, M. W. (2022). Responsible leadership effect on career success: The role of work engagement and self-enhancement motives in the education sector. *Frontiers in Psychology*, *13*, 888386. doi:10.3389/fpsyg.2022.888386.
Lim, T. M., & Lee, A. S. H. (2013). A study on the knowledge implementation strategy and its influence on the knowledge sharing attitude among knowledge workers and individual job performance. *Journal of Economics and Behavioral Studies*, *5*(12), 894–904.
Lin, C. P., Huang, H. T., & Huang, T. Y. (2020). The effects of responsible leadership and knowledge sharing on job performance among knowledge workers. *Personnel Review*.
Lin, C. P. (2006). To help or not to help: understanding the helping intentions from a mediating perspective of social network ties. *Journal of Business Ethics*, *63*(2), 175–182.
Liu, C. M., & Lin, C. P. (2018). Assessing the effects of responsible leadership and ethical conflict on behavioral intention. *Review of Managerial Science*, *12*(4), 1003–1024.
Lu, X., Zhou, H., & Chen, S (2019). Facilitate knowledge sharing by leading ethically: The role of organizational concern and impression management climate. *The Journal of Business and Psychology*, *34*, 539–553.
Lynham, S. A., & Chermack, T. J. (2006). Responsible leadership for performance: A theoretical model and hypotheses. *Journal of Leadership and Organizational Studies*, *12*(4), 73–88.
Maak, T., & Pless, N. M. (2006). Responsible leadership in a stakeholder society - a relational perspective. *Journal of Business Ethics*, *66*(1), 99–115.
Mahmoud, A. B., Hack-Polay, D., Reisel, W. D., Fuxman, L., Grigoriou, N., Mohr, I., & Aizouk, R. (2021a). Who's more vulnerable? A generational investigation of COVID-19 perceptions' effect on Organisational citizenship Behaviors in the MENA region: job insecurity, burnout and job satisfaction as mediators. *BMC Public Health*, *21*(1), 1–17.
Mahmoud, A. B., Reisel, W. D., Fuxman, L., & Hack-Polay, D. (2022). Locus of control as a moderator of the effects of COVID-19 perceptions on job insecurity, psychosocial, organisational, and job outcomes for MENA region hospitality employees. *European Management Review*, *19*(2), 313–332.
Mahmoud, A. B., Reisel, W. D., Hack-Polay, D., & Fuxman, L. (2021b). No one is safe! But who's more susceptible? Locus of control moderates pandemic perceptions' effects on job insecurity and psychosocial factors amongst MENA hospitality frontliners: A PLS-SEM approach. *BMC Public Health*, *21*(1), 1–13.
Mai, N. K., Do, T. T., & Phan, N. A. (2022). The impact of leadership traits and organizational learning on business innovation. *Journal of Innovation & Knowledge*, *7*,(3) 100204.
Markovic, S., & Bagherzadeh, M. (2018). How does breadth of external stakeholder co-creation influence innovation performance? Analyzing the mediating roles of knowledge sharing and product innovation. *Journal of Business Research*, *88*, 173–186.
Mata, M. N., Anees, S. S. T., Martins, J. M., Haider, S. A., Jabeen, S., Correia, A. B., & Rita, J. X. (2021). Impact of non-monetary factors on retention of higher education institutes teachers through mediating role of motivation. *Academy of Strategic Management Journal*, *20*, 1–17.
McAdam, R., Moffett, S., & Peng, J. (2012). Knowledge sharing in Chinese service organizations: A multi case cultural perspective. *Journal of Knowledge Management*, *16*(1), 129–147.
Melé, D. (2009). *Business ethics in action, seeking human excellence in organizations*. Basingstoke, UK: Palgrave Macmillan.
Michailova, S., & Hutchings, K. (2006). National cultural influences on knowledge sharing: A comparison of China and Russia. *Journal of Management Studies*, *43*(3), 383–405.
Miska, C., Stahl, G., & Mendenhall, M. E. (2013). Intercultural competencies as antecedents of responsible global leadership. *European Journal of International Management*, *7*, 550–569.
Mulki, J. P., Jaramillo, J. F., & Locander, W. B. (2008). Effect of ethical climate on turnover intention: Linking attitudinal and stress theory. *Journal of Business Ethics*, *78*, 559–574.
Muthusamy, V. (2009). Affective commitment, person−organization fit and turnover intention: Examining the effect of knowledge sharing. *California Management Review*, *76*, 2230–2247.
Norton, M. S. (1984). What's so important about school climate? *Contemporary Education*, *56*(1), 43–45.
Peng, J., Yin, K., Hou, N., Zou, Y., & Nie, Q. (2020). How to facilitate employee green behavior: The joint role of green transformational leadership and green human resource management practice. *Acta Psychologica Sinica*, *52*(9), 1105.
Purwanto, A., & Sudargini, Y. (2021). Partial least squares structural squation modeling (PLS-SEM) analysis for social and management research: A literature review. *Journal of Industrial Engineering & Management Research*, *2*(4), 114–123.
Ramayah, T. J. F. H., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2018). *Partial least squares structural equation modeling (PLS-SEM) using smartPLS 3.0. An updated guide and practical guide to statistical analysis* (2nd ed.). Kuala Lumpur, Malaysia: Pearson.
Ramayah, T., Yeap, J. A. L., & Ignatius, J. (2013). An empirical inquiry on knowledge sharing among academicians in higher learning institutions. *Minerva*, *51*(2), 131–154. doi:10.1007/s11024-013-9229-7.
Razak, N. A., Pangil, F., Zin, M. L. M., Yunus, N. A. M., & Asnawi, N. H. (2016). Theories of knowledge sharing behavior in business strategy. *Procedia Economics and Finance*, *37*, 545–553.
Rehman, K., Poulova, P., Yasmin, F., Haider, S. A., & Jabeen, S. (2021). Empirical investigation of the impacts of knowledge management on organizational learning-a case study of higher education institutions. *Academy of Strategic Management Journal*, *20*, 1–15.
Robinson, L. J., Stevens, L. H., Threapleton, C. J., Vainiute, J., McAllister-Williams, R. H., & Gallagher, P. (2012). Effects of intrinsic and extrinsic motivation on attention and memory. *Acta Psychologica*, *141*(2), 243–249.
Ruiz-Palomino, P., Martínez-Cañas, R., & Fontrodona, J. (2013). Ethical culture and employee outcomes: The mediating role of person-organization fit. *Journal of Business Ethics*, *116*(1), 173–188.
Saleem, W. A., & Ambreen, M (2011). Person organization fit, organizational commitment and knowledge sharing attitudeâ€"an analytical study. *Information Management and Business Review*, *3*(2), 110–116.
Schneider, B. (1987). The people make the place. *Personnel Psychology*, *40*(3), 437–453.
Sharma, D., Borna, S., & Stearns, J. M. (2009). An investigation of the effects of corporate ethical values on employee commitment and performance: Examining the moderating role of perceived fairness. *Journal of Business Ethics*, *89*, 251–260.
Shian, V. C. M., Ayob, N. B., Luva, R. H., Tehseen, S., Meng, C. S., Haider, S. A., & Yusof, M. (2022). Impact of personal characteristics on intrapreneurs' behaviours. *International Journal of Entrepreneurship*, *26*(S4), 1–15.
Shrestha, N. (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics*, *9*(1), 4–11.
Srivastava, A., Bartol, K. M., & Locke, E. A (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and team performance. *Academy of Management Journal*, *49*, 1239–1251.
Sudibjo, N., & Prameswari, R. K. (2021). The effects of knowledge sharing and person −organization fit on the relationship between transformational leadership on innovative work behavior. *Heliyon*, *7*(6), e07334.
Syed, F., Naseer, S., Akhtar, M. W., Husnain, M., & Kashif, M. (2021). Frogs in boiling water: a moderated-mediation model of exploitative leadership, fear of negative evaluation and knowledge hiding behaviors. *Journal of Knowledge Management*, *25*(8), 2067–2087.
Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, *48*(6), 1273–1296.
Tehseen, S., & Haider, S. A. (2021). Impact of universities' partnerships on students' sustainable entrepreneurship intentions: A comparative study. *Sustainability*, *13*(9), 5025.
Tehseen, S., Ramayah, T., & Sajilan, S. (2017). Testing and controlling for common method variance: A review of available methods. *Journal of Management Sciences*, *4*(2), 142–168.
Thrash, A. B. (2009). *Doctoral dissertation*. Capella University.
Valentine, S., Greller, M. M., & Richtermeyer, S. (2006). Employee job response as a function of ethical context and perceived organization support. *Journal of Business Research*, *59*(5), 582–588.
Van Teijlingen, E., & Hundley, V. (2010). The importance of pilot studies. *Social Research Update*, *35*(4), 49–59.
Wahyudi, S. (2019). Person-organization fit, knowledge sharing behaviour, and innovative work behaviour: A self-determination perspective. *International Journal of Innovation, Creativity and Change*, *4*(4), 145–161.
Xie, X., Zang, Z., & Ponzoa, J. M. (2020). The information impact of network media, the psychological reaction to the COVID-19 pandemic, and online knowledge acquisition: Evidence from Chinese college students. *Journal of Innovation & Knowledge*, *5*(4), 297–305.
Yafi, E., Tehseen, S., & Haider, S. A. (2021). Impact of green training on environmental performance through mediating role of competencies and motivation. *Sustainability*, *13*(10), 5624.