

KNOWLEDGE SHARING AMONG LECTURERS: EVIDENCE FROM INDONESIA

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ABSTRACT

Introduction/Main Objectives: This research aims to (a) investigate the impact of leadership types (specifically responsible and transformational leadership) on behavior related to knowledge sharing and (b) assess the influence of mediating factors of person-organization fit between leadership style and knowledge sharing behavior, and (c) examine how the culture of higher education institutions (HEIs) influences the development of leadership and organizational dynamics. **Background Problems:** In prior research, conflicting findings have emerged concerning the connection between leadership and knowledge sharing. It is essential, by looking at responsible and transformational types of leadership, to determine which type exerts the most substantial influence on knowledge-sharing behavior. **Novelty:** This research extends previous research by utilizing two types of leadership, namely responsible leadership (RL) and transformational leadership (TL), in one research model. By doing this, we compare which of the two leadership models significantly influences knowledge-sharing behavior among lecturers. **Research Methods:** This research was conducted through an using convenience and snowball sampling methods and collected 256 lecturers as participants from diverse Indonesian universities. The data were analyzed using partial least squares (PLS) with the support of WarpPLS 7.0. **Finding/Results:** This study discovered that responsible leadership, transformational leadership, and person-organization fit positively impact knowledge-sharing behavior. Moreover, the culture of higher education institutions moderates the relationship between responsible and transformational leadership and person-organization fit, however unfortunately, it fails to strengthen this relationship. Person-organization fit serves as a mediator in the relationship between transformational leadership and knowledge-sharing behavior. Additionally, it was observed that transformational leadership has a more significant impact than responsible leadership on knowledge-sharing behavior. **Conclusion:** This study has the potential to offer empirical evidence and bring cohesion to social exchange theories concerning the influence of leadership types on knowledge-sharing behavior

ARTICLE INFO

Article information:

Received January 10, 2024. Received in revised version February 22, 2024. Received in revised version December 22, 2024. Accepted February 12, 2025

Keywords:

Responsible leadership, transformational leadership, person-organization fit, higher education institution culture, knowledge-sharing behavior

JEL Code:

D13, I31, J22, K31

ISSN:

ISSN 2085-8272 (print)
ISSN 2338-5847 (online)

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INTRODUCTION

Knowledge-sharing behavior (KSB) is paramount in higher education (Seonghee & Boryung, 2008). Although many studies have investigated various aspects of knowledge-sharing, the main focus of existing studies remains on the service industry (Yan et al., 2016; Masood & Afsar, 2017; Zulfiqar, Khan & Huo, 2022; Afshari et al., 2023). Education institutions, especially in Indonesia, are often neglected (Saide et al, 2017), thus KSB requires more meticulous investigation within such institutions (Wang & Hou, 2015). Previous studies pointed out that higher education institutions (HEIs) serve as hubs of knowledge creation, integration, and dissemination of practical use knowledge (Ramayah, 2014). HEIs not only help nurture and educate the next generation of scholars, researchers, and professionals (Molesworth et al., 2009), they also have a responsibility to reduce the number of unemployed graduates (Abdullah et al., 2022). To meet these challenges, HEIs must cultivate teachers with innovation capabilities as a competitive advantage (Ciffolilli & Muscio, 2019) and competitive strategy (Culot et al., 2019) for addressing such changes (Stachová et al., 2019). Furthermore, Ahmad et al. (2023) argue that KSB is important in HEIs because it is crucial for socio-economic advancement. Moreover, as institutions become more globalized and knowledge societies expand worldwide, HEIs are expected to foster a conducive atmosphere for knowledge-sharing within their premises. In this context, KSB reflects the action of academics sharing their professional knowledge through ideas, information, and expertise with fellow faculty members, thereby increasing productivity and work processes and creating new business opportunities (Ramayah, 2014; Yi, 2009).

Leadership and KSB have been widely recognized as key sources for companies to

encourage innovation capabilities and can benefit job performance (Han et al., 2016, Ipe 2003). Previous studies have concluded that KSB is positively related to innovative work behavior (Masood & Afsar, 2017) and leadership plays a crucial role in facilitating a conducive environment and providing necessary resources (Li, Yang & Akhtar, 2022). Another study (Chen et al., 2018; Riege, 2005) shows that leadership awareness is essential for sharing knowledge among its members. Thus, to gain the benefits of KSB, leaders in an organization need to take steps to overcome the obstacles that hinder KSB practices. One obstacle that may occur is the need for more leadership direction to support and encourage the knowledge-sharing process among organizational members (Riege, 2005). As a consequence, employees can consider leadership as an example to promote KSB within an organization (Afshari et al., 2023).

Many studies have concluded that employee involvement is also critical to the success of KSB. This suggests that leaders must create motivation that stimulates employees to participate actively (Le & Lei, 2019; Kim & Park, 2020; Sudibjo & Prameswari, 2021; Haider et al., 2022; Afshari et al., 2023). Therefore, organizational leaders need to develop initiatives involving collaborative and communicative processes to enhance employees' interpersonal relationships, fostering courtesy and a sense of achievement (Zulfiqar, Khan & Huo, 2022). This behavior can be explained by social exchange theory (SET), where individuals engage in resource exchange with others, primarily driven by the desire to benefit from their interactions (Yan et al., 2016). This motivation is often reinforced by reciprocal actions and the example set by their leaders (Haider et al., 2022; Zulfiqar, Khan & Huo, 2022). However, research conducted by Han et al. (2016) and Coun, Peters, & Blomme (2018)

does not find a direct relationship between leadership and KSB. These findings suggest that while leadership influences the decision to share knowledge, the ultimate choice rests with individuals, and other mediating factors may explain the relationship between leadership and KSB (Coun, Peters, & Blomme, 2018; Han et al., 2016). The inconsistencies of previous research suggest studying in different contexts, such as lecturers in HEIs.

Sudibjo & Prameswari, (2021) and Haider et al., (2022) suggest another mediating variable that could describe the relationship between leadership and KSB, namely person-organization fit (POF). Leaders fostering collaboration with a clear goal build a strong sense of POF, improving employees' mutual trust (Afshari et al., 2023), work engagement and job performance (Doh & Quigley, 2014). This is particularly relevant regarding how employees' values aligning with the organization's values can enhance information retention and processing (Islam et al., 2022a; Wahyudi, 2019). According to Lim et al. (2019), the positive influence of leadership on POF occurs when leaders effectively articulate and promote values that are visionary, appealing, and in sync with the values held by employees.

This study also addresses the gap identified as the limitation of studies by Sudibjo & Prameswari, (2021) and Haider et al., (2022) by including an additional leadership style. While previous research focused on a single leadership style, our research investigates the impact of responsible leadership (RL) and transformational leadership (TL) on KSB in a single model. To the best of our knowledge, a notable limited study compares the impacts of two distinct leadership styles on KSB. Therefore, this study aims to rectify this gap by thoroughly examining how these leadership approaches influence KSB within organizational contexts.

There are three main reasons for choosing RL and TL in this study. First, RL has distinct characteristics such as fairness, honesty, openness, values, and trustworthiness that are more pertinent for demonstrating to their subordinates how to engage in KSB as role models (Haider et al., 2022). Second, RL and TL can convince and inspire followers of the importance of valuing and showing consideration for others, and encourage them to participate in altruistic actions for fostering creativity (Masood & Afsar 2017; Sudibjo & Prameswari, 2021; Haider et al., 2022). They distinguish themselves from the leader-member exchange leadership type, which entails leaders and followers engaging in tasks beyond the standard work requirements (Kock et al., 2018), in which RL and TL encourage followers to be more active. Third, simultaneously testing the models of RL and TL about KSB is considered a novel approach we offer in this study.

This study may be among the first to investigate the connection between RL and TL and organizational outcomes, such as KSB among colleagues. It also establishes POF's mediating role and the moderation effect of organizational culture. Thus, the theoretical contribution is expected to be substantial. As such, there are several objectives in this study. First, examine the effect of the type of leadership (RL and TL) on KSB. Second, to examine the mediating role of POF in influencing the relationship between leadership styles and KSB. Lastly, we examine HEIs culture's effect on shaping leadership style and organization.

This research found that leadership had an impact on KSB. Then, the relationships between RL and POF, TL and POF, and POF and KSB are positive and significant. The results of data analysis reveal that TL has a more significant influence than RL in influencing KSB. However, the culture of HIEs as a moderation variable

needed to have strengthened the relationship between leadership and POF. In both leadership styles it was creating a negative relationship between leadership and POF. In the next sections, we review the literature, and explain the methodology. This followed by the results and a discussion on the findings. After that, we discuss the implications and limitations of this study and make recommendations for future research.

LITERATURE REVIEW AND HYPOTESIS DEVELOPMENT

1. Social Exchange Theory

The social exchange theory (SET) is one of the primary conceptual frameworks for understanding behaviors at the workplace (Cropanzano & Mitchell, 2005). According to Cook et al., (2013) social exchange is a process of reciprocity, collective action and commitment. SET has been a significant theoretical viewpoint in social psychology since the early publications of George Homans (1961) and Peter Blau (1964). Homans (1961) and Blau (1964) present different perspectives in their explanations of the SET. The primary focus of Homans (1961) was on the social behavior that emerges from social processes of mutual reinforcement. Blau (1964) viewed social exchange as a crucial process in social life, influencing relationships between individuals and groups. The primary focus of Blau (1964) was on the mutual exchange of tangible benefits and the resulting associations and emerging social structures formed through such interactions (Cook et al. 2013). Moreover, according to the perspectives of several sociologists, the SET contends that social relationships involve components of reward, sacrifice, and benefit that mutually affect one another (Sunyoto et al. 2021). In other words, individuals expect something in return through interpersonal interaction (Yan et al.,

2016). They are motivated by a conscious or unconscious assessment of anticipated risks and rewards in a relationship (Zulfiqar, Khan & Huo, 2022). The SET describes how humans' perceptions of their relationships with other people are influenced by a) the balance between what we give and what we get from the relationship, b) the type of relationship that exists, c) how individuals interact with society (starting from intimate environments such as family and community), and d) the chance to improve relationships with others (Sunyoto et al. 2021).

Previous studies have successfully adopted and used the SET in various fields, especially in investigating leadership (Elstad et al. 2011; Zhang et al. 2018; Fan et al. 2021; Xuecheng et al. 2022) and knowledge sharing (Liang et al. 2008; Liu et al. 2011; Wang et al. 2015; Yan et al., 2016). The SET highlights exchanges between individuals based on expectations of rewards or benefits. In HEIs, collaboration between academics in sharing their professional knowledge and skills is a form of social exchange. They engage in knowledge sharing with the expectation of future rewards or benefits. The KSB process occurs when employees engage in creative work using KSB procedures as a form of reciprocity to their leaders (Zulfiqar, Khan, & Huo, 2022). People derive information from their observations of reliable figures, such as leaders, enabling them to evaluate the suitability of actions and decide whether to participate (Huo et al., 2022). Reciprocity, involving the mutual exchange of knowledge could facilitate KSB when individuals recognize the added value they receive (Ipe 2003). Ali, Chaudhary & Islam (2023), contend that leaders through their empathic ability promote two-way communication. This situation inspires employees to respond with sharing (KSB) and motivates them to reciprocate

with favorable workplace results. In order to measure the degree of KSB, the leader can approximate the level of commitment that the academics have toward their institutions. The greater an academician's dedication to the university, the more likely they are to communicate and exchange knowledge with their colleagues, thus contributing to the university's growth (Ramayah, 2014). Moreover, if individuals view their manager as supportive and fair, they will feel compelled to reciprocate by improving their performance and engaging in KSB (Afshari et al., 2023).

2. Responsible leadership (RL) and person-organization fit (POF): the moderated role of HEI culture.

RL involves leaders empowering, motivating, and being able to communicate with employees to encourage positive change (Yafi et al., 2021). Doh & Quigley (2014) state that RL has a direct influence on work engagement and indirectly improves employee performance. Moreover, RL tends to provide better opportunities for employees to align their values with organizational goals (Haider et al., 2022). Research has shown that leaders have a role in creating organizational values as seen by employees (Zheng et al., 2019). In their research, Haider et al. (2022), clarify that RL can provide a work environment that is more likely to enable employees to achieve better POF.

Furthermore, leaders are responsible for the success or failure of an organization, so it is important for leaders to understand the culture in the organization (Rao, Abdul & Kamel, 2022). In this matter, organizational culture promotes ethical and virtuous behavior, which, in turn, can positively impact both individuals and the organization as a whole (Ruiz-Palomino et al., 2013). Organizational culture ultimately provides an overview of what is important and

valued (Rich et al., 2018). A strong organizational culture occurs when employees understand the company's definition well (Jermisittiparsert, 2020). Culture positively impacts commitment, enhancing unity within the organization and elevating the quality of service provided by employees (Xie et al., 2020). Therefore, it can create harmony between leadership and organization (Zheng et al., 2019). Haider et al., (2022), conclude that leadership has more influence on POF when the organizational culture is aligned with employee values. Therefore, RL is related to the HEI culture. The HEI culture has possibly embedded relational intelligence for responsible leaders which can ultimately support effective and RL actions (Koh et al., 2018). Carmeli et al., (2011) explain that responsible leaders can discourage, motivate, and even support employees' willingness to share knowledge. Based on these arguments, we develop the following hypothesis:

H1a: Responsible leadership has a positive impact on person-organization fit.

H1b: HEI culture positively moderates the relationship between responsible leadership and person-organization fit

3. Responsible leadership (RL) and knowledge-sharing (KSB): the mediated role of person-organization fit (POF)

In achieving organizational goals, responsible leaders will involve employees in decision-making, respect employees' opinions, and support employees in difficult times (Li et al., 2022). In motivating employees, RL must respect employee opinions and care about employee perceptions so that they have great confidence to share their knowledge with others (Valentine et al. 2006). According to Chaudhary et al., (2023) leaders can create a positive work environment through KSB. A positive work environment will be more easily created when

leaders support KSB, influencing employee attitudes (Liu et al., 2023). In KSB, individuals can share experiences and knowledge with their colleagues to increase organizational effectiveness (Al Hawamdeh, 2022; Ahmed et al., 2022). Responsible leaders will create employees who provide maximum results for the leader and the organization through KSB (Zulfiqar et al., 2022).

Employee involvement in KSB will increase their knowledge and enable them to collaborate to increase productivity, solve challenging problems and create new ideas (Islam et al., 2022a). Several studies found that RL positively impacts KSB (Srivastava et al., 2006; Kim & Yun, 2015; Haider et al., 2022). Moreover, POF is crucial because it encourages individuals to adapt to their co-workers (Schneider, 1987). RL is a positive factor in POF which impacts KSB (Haider et al., 2022). In organizations, cognitive and proactive behavior will increase more when employees have a high and intense feeling of POF than those with low POF. Employees tend to retain and accurately process information when their values align with the specific values of the organization (Wahyudi, 2019). In the context of sharing knowledge, POF could increase the trust of organizational members. Thus, RL impacts KSB through the mediating role of POF. Based on the above arguments, we propose the following hypothesis:

H2a: Responsible leadership has a positive impact on knowledge sharing.

H2b: Person-organization fit positively mediates the relationship between responsible leadership and knowledge-sharing.

4. Transformational leadership (TL) and person-organization fit (POF): the moderated role of HEI culture

TL is an ongoing process involving establishing, maintaining, and enhancing relationships among

leaders and their followers, followers within their ranks, and leaders within their group (McCloskey, 2015). Moreover, TL utilizes communication and interaction with their followers to highlight and emphasize the significance of specific values held by their employees, aligning these values with the organization's values (Chi & Pan, 2012). Their influence allows TL to have a direct impact on employees' emotional attachment to their work and their perceptions of the organization's mission, vision, and values (Lim et al., 2019). This concept is linked to the POF, which emphasizes aligning employees' personalities, needs, and values with the organization's culture and values (Afsar & Rehman, 2015). Prior research has consistently found positive effects of TL on POF (Krishnan, 2002; Raja et al., 2018; Lim et al., 2019; and Sudibjo & Prameswari, 2021). Because TL strongly emphasizes personal and organizational values (Krishnan, 2002) and fosters trustworthiness (Raja et al., 2018) it tends to create a sense of security and comfort among followers, which in turn, helps employees better adapt to the organization.

The HEI culture is a collective set of principles, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that bind a community together (Isensee, 2020). It is widely recognized that culture varies between regions and nations and between different organizations (Al-Kurdi, El-Haddadeh, & Eldabi, 2018; Baek, Chang, & Kim, 2019). Because organizational culture plays a role in promoting ethical and virtuous behavior, which, in turn, can positively impact both individuals and the organization as a whole (Ruiz-Palomino et al., 2013). The HEI culture positively impacts commitment, enhancing not only the unity within the organization, but also elevating the quality of service provided by employees (Xie et al., 2020). Individuals tend to seek organizations

where they believe their values align with the organization's (Haider et al., 2022). This alignment, known as strong POF, has consistently been associated with positive attitudes and behaviors, including innovative conduct (Sudibjo & Prameswari, 2021). Moreover, numerous studies have demonstrated that culture is a moderating variable that influences various types of leadership (Alneyadi et al., 2019; Hamzah et al., 2013). Based on the above arguments, we propose the following hypothesis:

H3a: Transformational leaderships has a positive impact on person-organization fit

H3b: HEs culture positively moderates the relationship between transformational leadership and person-organization fit

5. Transformational leadership (TL) and knowledge-sharing (KSB): the mediated role of person-organization fit (POF)

TL can encourage and support KSB within an organization (Mittal & Dhar, 2015). According to Al Amiri, Rahima & Ahmed (2020), some aspects of TL such as individual consideration and the inspirational influence of individuals have a positive effect on knowledge-sharing activities. Previous studies have shown that processes only appear under certain or appropriate conditions, where leadership influence and support can significantly impact the level and intensity of employee KSB (Le & Lei, 2019; Srivastava et al., 2006). Birasnav et al., (2011) state that a positive culture is formed from leadership transformation that encourages KSB by expanding a set of values and expectations associated with knowledge and KSB. The prior findings of Sudibjo and Prameswari (2021) state that transformational leaders positively affect KSB and also finding a person of fit. Their research found the effect of TL on KSB.

POF affects the interactive exchange of knowledge among employees, which is beneficial to the organization in developing employees' competencies (Razak et al., 2016). Employees who are well-connected to their organization are motivated to share their knowledge and experiences with their coworkers (Haider et al., 2022). POF has also been found to influence KSB since employees feel more comfortable and safe sharing information with their colleagues when they believe they share the same values as the firm (Schneider, 1987). Based on the argument above, we suggest the following hypothesis:

H4a: Transformational leadership has a positive impact on knowledge sharing.

H4b: Person-organization fit positively mediates the relationship between transformational leadership and knowledge-sharing.

6. Person-organization fit (POF) and knowledge-sharing (KSB)

According to Afsar & Rehman (2015), POF is a concept that emphasizes the similarities between workers' needs, personalities, and values and organizational values and culture. There are two main dimensions to explaining POF, namely (a) the suitability between employee competencies and job requirements and (b) the suitability of employee needs and goals with the organization's ability to meet these needs and goals (Sudibjo & Prameswari, 2021). POF is believed to influence KSB and be beneficial for the organization because there is an exchange of experiences, ideas, and knowledge between colleagues, resulting in shared knowledge in the long term (Razak et al., 2016). Employee and organizational values align more when a sustainable organizational culture encourages employees to share knowledge and debate their ideas (Akram et al., 2020). In KSB interactions, POF is expected to increase the trust of

organizational members. Organizational success will be threatened when employees are unwilling to share their knowledge and expertise. On the other hand, when employees can create and utilize knowledge, organizational success will be achieved (Haider et al., 2022). Based on previous studies, Han et al. (2010) concluded that the attitude of sharing knowledge and psychological ownership is part of the POF, giving employees a psychological sense and an altruistic spirit. Moreover, numerous studies have demonstrated that POF influences KSB (Haider., 2022; Sudibjo & Prameswari, 2021; Wahyudi, 2019; Saleem & Ambreen, 2011). Based on these arguments, we develop the following hypothesis:

H5: Person-organization fit has a positive impact on knowledge-sharing.

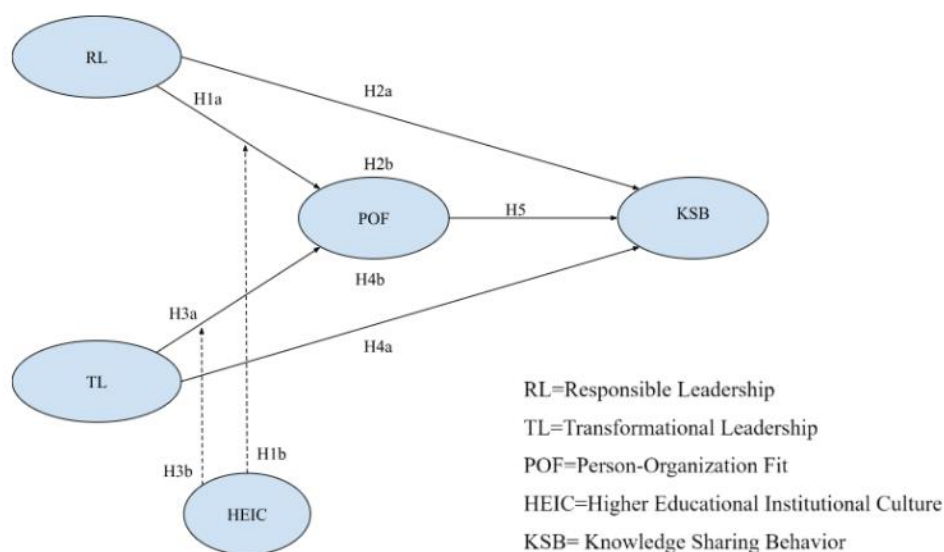
Figure 1 depicts an outline of the conceptual model built in this research.

METHOD, DATA, AND ANALYSIS

This study's population comprises lecturers in Indonesian HEI. The selection of lecturers from Indonesia is predicated on their adherence to the distinct professional obligations mandated

by the Tridharma Perguruan Tinggi (Lina et al., 2022). Carrying the responsibility for teaching, researching and serving the community simultaneously requires lectures to share their experience to fulfill those three. This study utilized convenience sampling and snowball sampling methods. Convenience sampling is used to obtain samples according to the reach available, while snowball sampling involves requesting recommendations from selected participants to be distributed to other respondents. According to Hair (2014), the number of samples that can be further analyzed is 5–10 respondents per indicator or item. This study uses a total of 39 indicators with a minimum sample of 195 respondents, we succeeded in obtaining 256 respondents who met the minimum requirements for further analysis. Online questionnaires were distributed through Google Form over one month, starting in November 2023, to all active lecturers in Indonesia. We gain access to the participants through our colleagues who work as lectures in many Indonesian HEI. And support from the doctoral students who are the majority of lecturers to distribute to their colleagues.

Figure 1. Research Model



We developed the questionnaire by adapting questions from the previous studies. The questionnaire consists of demographic questions and several questions asked to respondents in a structured format, with responses given in the form of a 5-point Likert scale (1; strongly disagree, 2; disagree, 3; neutral, 4; agree, and 5; strongly agree). Before distributing the questionnaire, we conducted a pilot test and concluded that all items are valid and reliable. Below is a table showing the variable measurements (Table 1).

We used a structural equation modeling (SEM) with the partial least squares (PLS)

model to analyze the data. To examine validity and reliability, measurement models and structural models are used. The hypotheses were tested with predictive models, and PLS-SEM were preferable to covariance-based structural equation (CB-SEM) (Hair et al., 2017). Testing was carried out by utilizing the WarpPLS version 7.0 statistical tool. Warp-PLS can be used with both small and large samples. In addition, another advantage of Warp-PLS is that it does not require a strong theoretical basis such as Structural Equation Modeling (SEM).

Tabel 1. Measurement of variables and questions

Variables	Explanation	Questions example	Reference
<i>Responsible Leadership (RL)</i>	Leaders who empower, motivate and can communicate with employees to drive positive change (Yafi et al., 2021).	This variable is measured by Six question items, For example: “My supervisor develops quality social relationships in the workplace (RL3)”	Adapted from Lin et al., 2020.
<i>Transformational Leadership (TL)</i>	Ongoing process involving the establishment, maintenance, and enhancement of relationships among leaders and their followers, followers within their own ranks, and leaders within their own group (McCloskey, 2015)	This variable is measured by seven question items, For example: “My supervisor can invite employees to work together to work for the vision of the organization's mission (TL2)”	Adapted from (Sudibjo et al 2021).
<i>Person-Organization Fit (POF)</i>	Suitability between employee competencies and job requirements and the suitability of employee needs and goals with the organization's ability to meet these needs and goals (Sudibjo & Prameswari, 2021).	This variable is measured by seven question items, for example: “I know the purpose of this organization (POF2)”.	Adapted from (Sudibjo et al 2021).
<i>Higher Educational Institutional Culture (HEIC)</i>	A set of principles, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that bind a community together (Isensee, 2020).	This variable is measured by twelve question items and is divided into four dimensions, A sample question would be: “All lecturers have the right to express ideas about how to work and their rights and benefits in the Faculty (HEI6)”.	Adapted from (HA 2020).
<i>Knowledge Sharing Behavior (KSB)</i>	The process of exchanging information, ideas, and expertise between individuals in an organization that involves tacit and explicit knowledge (Yeboah, 2023)	This variable is measured by seven question items, A sample question would be “There are many opportunities to exchange knowledge with colleagues (KS4)”.	Adapted from (Sudibjo et al 2021).

Table 2. Respondent characteristics

Respondent characteristics		Amount (Person) and Percentage (%)
Gender	Male	96 (38%)
	Female	160 (63%)
Age	20-29	36 (14%)
	30-39	102 (40%)
	40-49	55 (21%)
	>50	63 (25%)
Education	Master	189 (74%)
	Doctor/PhD	62 (24%)
	Others	5 (2%)
Experience	Less than 3	54 (21%)
	3 to 5	42 (16%)
	6 to 10	52 (20%)
	11 and above	108 (42%)
Institution	Private	90 (35%)
	Public	121 (47%)
	Missing	45 (18%)

The descriptive analysis of respondents demographics is shown in Table 2, respondents in this study were dominated by women with a total of 160 respondents (63%) while male respondents were 96 (38%). Respondents aged 20-29 years accounted for 14%, 40% were 30-39 years, 21% were 40-49%, and 25% were older than 50 years. As for the last education level of the respondents, 74% were masters, 24% were doctors/PhDs, and others accounted for as much as 2%. The work experience of respondents in this study was as follows: 21% had less than 3 years, 16% had 3-5 years, 20% had 6-10 years, and 42% had more than 11 years. As for the universities of the respondents in this study, 35% were private institutions, and 47% were public institutions, while 18% did not disclose which type of university.

RESULT AND DISCUSSION

A confirmatory factor analysis (CFA) was used to assess the reliability and validity of a questionnaire, and the results in table 3 shown that all factor models fit the data, above the loading criteria of $>0,6$. The convergent validity test in this study meets the criteria with values $> 0,7$. In addition, the discriminant validity test also met the criteria with values $> 0,7$. Furthermore, the composite reliability of the questionnaire and Cronbach's alpha were above the standard, indicating that the questionnaire is reliable and valid. The model fit test was used to evaluate our research model. The p-values for the three primary quality indices showed significance at the 0.01 level, namely $APC = 0.279$, $ARS = 0.636$, and $AARS = 0.632$. Furthermore, the resulting model shows a high level of fit and can be used to predict the determinants of the development of KSB among lecturers within educational institutions. Therefore, this model explains 75% of the variation in POF and 52% in KSB.

Table 4 presents the results of the descriptive statistic. It reveals that the lecturer perceives TL (mean 29.121) as more important than RL (mean 24.403). This suggests that lecturers perceive the presence of TL characteristics in their leaders as significantly influential within the context of HIEs, subsequently affecting their behavior. TL characteristics include having a strong vision and mission, demonstrating integrity, and upholding organizational values (Raja et al., 2018; Lim et al., 2019). Our further analysis confirms that lecturers perceive TL as more important than RL in influencing KSB. The KSB variable has a mean of 47.375; this implies that a significant number of the lecturers have engaged in knowledge-sharing activities with their peers through networks existing within each faculty.

Table 3. Validity and Reliability testing

Item	Loading	Composite reliability	Cronbach's alpha
RL1	0.800		
RL2	0.843		
RL3	0.903		
RL4	0.856		
RL5	0.835		
RL6	0.896	0.943	0.927
TL1	0.846		
TL2	0.876		
TL3	0.881		
TL4	0.886		
TL5	0.875		
TL6	0.860		
TL7	0.856	0.956	0.946
POF2	0.884		
POF3	0.892		
POF4	0.778		
POF5	0.914		
POF6	0.915	0.943	0.923
KS1	0.789		
KS2	0.810		
KS3	0.867		
KS4	0.861		
KS5	0.818		
KS6	0.687		
KS7	0.778	0.927	0.907
HEIC1	0.817		
HEIC2	0.721		
HEIC3	0.833		
HEIC4	0.735		
HEIC5	0.839		
HEIC6	0.815		
HEIC7	0.844		
HEIC8	0.823		
HEIC9	0.860		
HEIC10	0.844		
HEIC11	0.815		
HEIC12	0.791	0.959	0.953

Tabel 4: Descriptive analysis

Variable	Mean	Standard Deviation	Theoretical Range		Actual Range	
			Min	Max	Min	Max
Responsible Leadership (RL)	24.403	4.230	6	30	9	30
Transformational Leadership (TL)	29.121	5.583	7	35	10	35
Person-Organization Fit (POF)	20.944	3.055	5	25	8	25
Higher Educational Institutional Culture (HEIC)	29.484	4.267	7	35	8	35
Knowledge-Sharing Behavior (KSB)	47.375	7.969	12	60	15	60

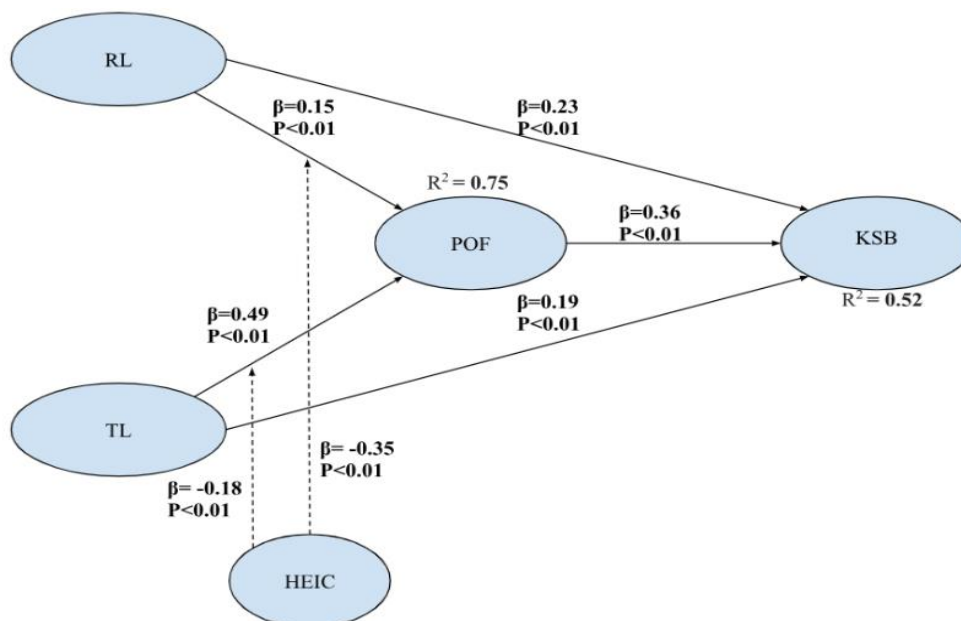
Table 5. Hypothesis testing

Hypotheses	Path	Path coefficient	Supported
1a	RL > POF	0.146***	Yes
1b	HEIC*RL > POF	-0.350***	No
2a	RL > KS	0.229***	Yes
2b	RL > POF > KS	0,053 (0,114)	No
3a	TL > POF	0.493***	Yes
3b	HEIC*TL > POF	-0.181***	No
4a	TL > KS	0.193***	Yes
4b	TL > POF > KS	0,178***	Yes
5	POF > KS	0.362***	Yes

Note: *** Significant at 0.01 levels

Hypotheses were tested using a t-test with a 1% alpha level (Table 5). The results show that RL has a direct positive influence on POF and KS, with values of 0.146 ($p < 0.01$) and 0.229 ($p < 0.01$) respectively. Likewise, TL has a direct positive influence on POF and KS with values of 0.493 ($p < 0.01$) and 0.193 ($p < 0.01$) respectively. Furthermore, POF directly influences KS, with a value of 0.362 ($p < 0.01$). This study also presents an indirect relationship between TL and KS through POF, with a value of 0.178 ($p < 0.01$). However, the model in this study did not

find an indirect relationship between RL and KS through POF, with a value of 0.053 ($p = 0.114$). In addition, the direct test results in this study examined moderation by HEI culture. The results show that HEI culture negatively moderates the relationship between RL to POF and TL to POF, with values of -0.350 ($p < 0.01$) and -0.181 ($p < 0.01$) respectively. In conclusion, three hypotheses are not supported of the nine hypotheses, namely H1b, H2b, and H3b, as shown in Table 5 and the result model in Figure 2.

Figure 2. Source author 2023

1. The Best Path to Determine Knowledge Sharing

The results of hypothesis testing indicate the level of effectiveness of each pathway in KSB among lecturers in educational institutions. As indicated in Table 6, it can be concluded that within the framework of this research model, TL exerts a more substantial influence on KS with a value of 0.371 ($p < 0.01$), compared to the effect of RL on KS, which has a value of 0.282 ($p < 0.01$).

2. Discussions

The findings of H1a were supported, this study reveals a positive significant correlation between RL and POF. These findings are consistent with the research conducted by Haider et al. (2022) who clarify in their study that RL has the potential to create a work environment conducive to achieving a more optimal POF. RL involves the empowerment, motivation, and effective communication of leaders with employees, fostering a climate conducive to positive change (Yafi et al., 2021). Azmy (2024) stated that employee engagement in achieving company goals is essential in the process of quality work. Indeed, the role of leaders in

creating policies within the organization is crucial in establishing such relationships. All policies presented by a responsible leader ultimately create a more comfortable working environment for the employee. Ultimately, this situation can encourage alignment between the values of employees and the organization's goals. In the HEIs, when an individual's values align with the institution's mission and goals, it can trigger intrinsic motivation and a more substantial commitment to the HEIs. The positive impacts include enhanced productivity, improved teaching quality, and more significant employee contributions toward achieving academic and institutional goals.

The findings of H2a are supported, which shows that RL has a positive impact on KSB. The result of this hypothesis was in line with several previous studies that show similar results (Bavik et al., 2017; Lu et al., 2019; Haider et al., 2022). Honesty, openness, fairness, and trust are part of RL, which can encourage knowledge exchange among followers (Mai et al. 2022). In the context of HEIs, RL can facilitate knowledge sharing among academics. RL applies these values when interacting with lecturers to build an environment encouraging productive knowledge exchange. This results in better

Table 6. Effectiveness of all paths.

Hypotheses	Variable			Type of Effect		Total Effect
				Direct Effect	Indirect Effects	
	P	M	R	β (p-value)	β (p-value)	
1a	RL		POF	0.146***		0.146***
1b	HEI*RL		POF	-0.350***		-0.127***
2a	RL		KS	0.229***		0.282***
2b	RL	POF	KS		0.053 (0.114)	0.053 (0.114)
3a	TL		POF	0.493***		0.493***
3b	HEI*TL		POF	-0.181***		-0.065*
4a	TL		KS	0.193***		0.371***
4b	TL	POF	KS		0.178***	0.178***
5	POF		KS	0.362***		0.362***

Notes: P=Predictor; M=Mediating; R=Response, ***Significant at 0.01 levels, *Significant at 0.1 levels

relationships between leaders and lecturers, and encourages lecturers to be more open in sharing their ideas, experiences and knowledge. RL also encourages lecturers to cooperate and help each other achieve performance goals (e.g., through applicable initiatives). RL creates situations where lecturers feel valued for their views and contributions. This positively impacts them by encouraging them to do their jobs well (Han et al., 2019). In addition, good relationships between leaders and lecturers also improve the effectiveness of teamwork, innovation, and the quality of teaching and research. Therefore, RL is important in communicating and motivating lecturers to share knowledge in a higher education environment. With the presence of KSB among lecturers, they can improve their competence with the skills and knowledge needed to achieve their individual goals.

The findings of H2b are not supported and these results are inconsistent with the research conducted by Haider et al. (2022). This may be another factor in organizations mediating between RL and KSB, such as trust in the leader. Trust in the leader plays a more significant mediating role. Previous research has recognized trust in the leader as an important mechanism explaining the positive connections between RL and KSB (Afshari et al., 2023). In the context of HEIs, mediating the influence of trust in the leader involves positive expectations among lecturers towards the leader's behavior and actions. When lecturers trust their leader, they expect the leader to exhibit behaviors consistent with the values and desires valued by the lecturers. This encourages them to express ideas, share sensitive information, and voice concerns. Thus, trust encourages lecturers confidence that their leader will look out for their interests and well-being (Afsar et al. 2020). As a result, lecturers feel more confident and comfortable working in such an environment and easily share

their knowledge and information. Previous studies have also identified helping initiative behavior (HIB) as an important mechanism explaining the positive relationship between RL and KSB (Ali et al., 2023). In organizations, HIB can help and support colleagues in different jobs and tasks (Ali et al., 2021b). According to Ali et al. (2023), employees taking part in HIB will encounter positive social interactions with their colleagues, cultivating reciprocity. This social exchange will help them to be more involved in KSB because it can increase respect, trust, and social support between colleagues, thereby reducing the misuse of knowledge. Meanwhile, leader-member exchange is another factor in the organization that plays a moderating role between RL and KSB.

As mentioned above, TL has a positive impact on POF. Thus, the findings of H3a are supported. These results corroborate the previous studies conducted by Krishnan (2002), Raja et al., (2018), Lim et al., (2019), and Sudibjo & Prameswari (2021). Lecturers feel that the presence of TL can be very motivating, influential, and individually attentive. This is because TL has a clear vision and mission and shows integrity by upholding organizational values to encourage and provide opportunities for subordinates to work together. Lecturers will feel stable and close among their followers (Raja et al., 2018) because leaders articulating and conveying visionary values will be congruent with employees' values (Lim et al., 2019). This encouragement and support are crucial in providing lecturers with a sense of safety and reassurance, essential for adapting effectively to their roles within the institution. Moreover, when leaders exhibit TL characteristics, members perceive their jobs as well-suited to their needs and feel confident that they possess the necessary abilities to meet job requirements (Chi & Pan, 2012).

However, the test results of the HEI culture as a moderation variable fail to positively moderate the relationship between both types of leadership and POF; thus H1b and H3b are not supported. The results of this study are not in line with Haider et al. (2022). There are several underlying reasons for this. First, the culture constructed is perceived by lecturers merely as rules established by a person with a higher position in the organizational structure, considered merely as bureaucratic forms. The study conducted by Silverthorne (2004) indicates that engagement in an organization characterized by a bureaucratic organizational culture in the Taiwan sample resulted in the least job satisfaction. Since POF and job satisfaction are keys to organizational commitment, bureaucratic organizations encounter significant challenges in maintaining employee job satisfaction and organizational commitment. Second, the values within the organizational culture have yet to be fully internalized by the lecturers. These values are only in introjection, which occurs when an individual sees the principles more as a set of regulations to be followed rather than an integral part of their core identity. Individuals guided by introjected values behave in specific ways out of a sense of obligation rather than genuine desire (Mayhew & Murphy, 2008). Another condition occurs when a leader must adequately address POF concerning mission, involvement, adaptability, and consistency. For example employees perceive that the targets set by their leader could be more ambitious, in addition to feeling that they are not significantly involved in the strategy-making process. Third, the indicators used in this study adopted those from HA (2020), originally designed to measure culture in the private sector. Therefore, there is concern that they may need to be more suitable for assessing the culture within HEIs in Indonesia.

The findings for H4a are supported namely that TL positively affects KSB. These findings are consistent with the research conducted by Birasnav et al., (2011), Sudibjo & Prameswari (2021), Lin & Hsiao (2014), Kim and Park (2020) and Srivastava et al., (2006). Meanwhile, positive cultures are created by transformational leaders that encourage KSB by expanding a set of values and expectations associated with knowledge and KSB (Birasnav et al., 2011). Sudibjo & Prameswari (2021) state that transformational leaders positively affect KSB. In Indonesian universities, a department head or academic supervisor who embodies transformational leadership qualities can significantly impact the knowledge-sharing behavior of faculty members and staff. The transformational leader articulates a compelling vision for the department or university, emphasizing the importance of collaboration, innovation, and continuous improvement and encouraging critical thinking, creativity, and experimentation among faculty members and staff. TL promotes both learning activities and KSB by offering intellectual stimulation. This assists lectures in developing alternative solutions in overcoming current challenges. Likewise, lecturers believe that leadership initiatives can build bravery and give opportunities for collaboration among them. Leadership facilitates KSB by providing information that can improve the intellectual capacities of lecturers at work.

The study results support H4b, POF mediates the relationship between TL and KSB. These findings are consistent with the research conducted by Sudibjo & Prameswari (2021) that state transformational leaders positively affect KSB also finding a person of fit, which is found to increase the effect of TL on KSB. If the leader succeeded in providing lecturers with a sense of safety and reassurance, then lecturers would be more active in sharing ideas with their

colleagues. POF affects the interactive exchange of knowledge among employees, which is beneficial to the organization in developing employees' competencies (Razak et al., 2016). In addition, HEIs must acknowledge that human aspects such as values influence a learning environment (Boom & Pennink, 2012), which means that the head of department or dean could encourage their members to share knowledge.

The findings of H5 are supported, which shows that POF positively impacts KSB. The result of this hypothesis aligns with findings from various earlier studies that show similar results (Wahyudi et al., 2019; Sudibjo & Prameswari, 2021; Haider et al., 2022). The key to organizational success is providing a suitable environment for employees to feel more compatible with their values (Haider et al., 2022). According to Schneider (1987), an individual's alignment with the organization can facilitate a smooth adjustment with colleagues and external entities. In HEIs, lecturers feel suitable and comfortable in this environment, making it easier for them to interact and exchange knowledge. The alignment of lecturers' values with those of the college becomes more potent when the institution's academic culture emphasizes the practice of KSB. KSB not only refers to the knowledge that is shared, but also to the principles and norms reflected in interactions between lecturers and their academic leaders. Organizational culture actively encourages open communication between lecturers, opens space for the exchange of diverse ideas and viewpoints, and enforces consistent communication, so that the values congruence between lecturers and the organization will be better maintained (Afsar et al., 2018). Organizations that support the suitability of their members make lecturers feel involved and interested in the success of higher education. This encourages them to share knowledge with colleagues and participate in

academic activities supporting knowledge exchange. This implies that implementing POF will increase trust in KSB among organizational members.

The results of our research confirm that leadership influence is essential for facilitating effective KSB among faculty members. This aligns with Hofstede's (Insights, 2024) cultural dimensions theory, which notes that a high power distance and low motivation levels characterize Indonesia. In cultures characterized by high power distance, power tends to be centralized and the compliance of their team members is absolute. Leaders are respected for their position and are expected to have complete control over their actions and decisions. Lecturers expect to receive clear instructions on their tasks and require figures who can serve as role models, inspire, and articulate the vision and mission, thereby motivating them (Sudibjo & Prameswari, 2021; Haider et al., 2022; Zulfikar, Khan, & Huo, 2022). As discussed above, leaders involve employees in decision-making and also respect employees' opinions (Li et al., 2022). Typically, this leads leaders to grant lecturers the freedom to plan their own lecturer's work plan (*Rencana Kerja Dosen* or RKD). There is no empirical evidence to suggest that leaders reject the RKDs proposed by lecturers. However, they continue to monitor these plan values to align with the organization's values and communicate with their members because they are responsible for the success or failure of their faculty (Chi & Pan, 2012; Lin et al., 2020; Rao, Abdul & Kamel, 2022). Another important aspect that lecturers in Indonesia need to pay attention to is the lecturer's workload (*Beban Kerja Dosen* or BKD) reporting. This self-assessment needs to be filled out by lecturers to understand the actual performance of implementing the Tri Dharma. Implementing robust formal performance evaluations can also

enhance trust in leadership (Lina et al., 2022), aligning faculty members more closely with their workplace values. Lecturers whose personal values align with those of their institution are more likely to engage deeply with the organizational culture, particularly in knowledge-sharing practices. Furthermore, organizations that promote collaboration and the exchange of knowledge tend to attract lecturers who hold these values in high regard. Such alignment fosters greater involvement in KSB and increases lecturers' participation in organizational activities. This heightened engagement provides more opportunities for meaningful interactions with colleagues, thereby enhancing the dissemination of knowledge within the institution.

A prominent motivational deficiency in the context of HEIs in Indonesia reveals the relatively low level of research publication. According to Scimago (2024), from 1996 to 2023 Indonesia ranked 38th in total published documents, significantly behind Turkey (18), Malaysia (26), South Africa (33), and Saudi Arabia (36). Universities should align management and incentive policies to foster collaboration among lecturers. Incentives can be used as a powerful tool to modify academics' behavior, by defining the targets to be achieved, legislators can elicit the desired behavior, and the results often appear quickly (Moya, Prior, & Rodríguez-Pérez, 2015). Sandy & Shen (2019) highlighted that Indonesia faces many challenges involving systemic academic research issues. These include a lack of governmental and institutional support, complicated journal accreditation processes, inadequate research facilities, and insufficient skills in academic English. All these factors stifle the productivity and international visibility of professors' research work. Addressing these issues effectively will require a coordinated approach that includes policy reform, educational support, and capacity

building. Moreover, the involvement of university leaders is crucial to promote KSB in such environments, such as providing Knowledge Management Systems (KMS) to facilitate collaboration among faculty members (Abdullah et al., 2022) or the use of technology to support online learning (Catyanadika & Rajasekera, 2021). Thus, we suggest HEIs should implement training programs for deans and department heads. These programs are intended not only to assist them in adapting their leadership styles to better align with the values and goals of the HEIs but also the perceptions of its members (Zheng et al., 2019).

CONCLUSION AND SUGGESTION

Using a sample of 256 lecturers working at higher education institutions in Indonesia, we confirmed the influence of RL and TL on KSB in a single model. This study concludes that the relationships between RL and POF, TL and POF, and POF and KSB are positive and significant. The results of data analysis reveal that TL has a more significant influence than RL in influencing KSB. However, the role of HIE culture as a moderation variable has yet to be able to strengthen the relationship between leadership and POF. In both leadership styles it was found that the moderation role of the HEI culture has a significant and negative relationship between leadership style and POF. Moreover, the presence of POF did not mediate the relationship between RL and KSB. This may be caused by other factors in organizations that mediate between RL and KSB, such as trust in the leader and helping initiative behavior.

This study has theoretical implications, especially in terms of the SET and KSB. The findings in this study serve as empirical evidence on how social exchange occurs within HEIs. Social exchange is reflected in the interactions between leaders and employees, ultimately

impacting the overall institutional performance. The results of this study indicate that in this particular model, RL and TL can directly influence KSB in HEIs. The model also shows TL has a more significant impact than RL in influencing KSB. Meanwhile, for practitioners in HEIs, RL and TL can support KSB. The role of a leader in an organization is crucial because their staff executes all of their policies. The selection of a leadership style must be considered to achieve institutional goals. RL and TL can create a comfortable work environment with effective KSB. KSB explores the value held by employees, benefiting each other. The quality of employees will be consistently maintained and maximized due to this KSB. The existence of KSB in HEIs enhances overall institutional productivity. Starting from good productivity, the institution's goals can ultimately be achieved. Therefore, this study confirms the importance of leadership styles to encourage KSB in HEIs and provides a more comprehensive understanding of how the SET can explain the interactions between leaders and employees within HEIs. In addition, SET offers valuable insights into the underlying mechanisms of leadership style that influence knowledge-sharing behavior in HEI context. Taking into account the principles of reciprocity, trust, perceived rewards and costs, and norms of reciprocity.

The research holds practical implications for various organizations. First, leaders are encouraged to motivate team members to actively engage by implementing programs or conducive regulations to foster KSB. Effective planning and developmental initiatives should align employee and organization's long-term objectives (Li, Yang & Akhtar, 2022). Secondly, organizations can formulate a set of human resource (HR) practices to enhance alignment between lecturers's interests and organizational objectives. Leaders should proactively initiate

socialization and training programs to foster closer relationships with subordinates (Yan et al., 2016). This approach can be extended to recruitment strategies, emphasizing the selection of employees who prioritize collective goals over individual aspirations (Sudibjo & Prameswari, 2021; Haider et al., 2022). Lastly, the organization is advised to prioritize the development of transformational leadership attributes over responsibility, as the former demonstrates a more significant impact on KSB.

There are several limitations in this study. First, the findings of this study could be more consistent with previous research because we find the effect of RL on KSB with POF moderation and the HEI culture as a moderating variable failing to strengthen the relationship between leadership and POF. Therefore, this research needs to corroborate findings concerning the impact of different leadership styles on KSB. Further research could examine other leadership styles that might support KSB and could also further examine better mediating variables to increase the influence of exogenous variables on endogenous variables. Second, there must be more respondents due to time and budget constraints. Another suggestion is to explore the possible impact of factors beyond those variables in this study on lecturers' KSB. Finally, we suggest applying this research model to various educational levels and diverse cultural or national settings to derive more extensive implications in education management. Third, the measurement indicators for variable the HEI culture variable in this research are more suitable for private organizations, while this research was conducted in public organizations. Therefore, future researchers could use more appropriate indicators to measure the culture of HEI in Indonesia.

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