information

MDPI

Article

Knowledge Sharing and Organizational Commitment: Psychological Capital as a Mediator and Self-Actualization as Moderator

Cynthia Sheeba Cathrin Rajakumar [1], Syed Aktharsha Usman [1], Mary Pearly Sumathi Soosai Micheal [2] and Satyanarayana Parayitam [3,*]

[1] Jamal Institute of Management, Jamal Mohamed College, Bharathidasan University, Tiruchirappalli 620020, Tamil Nadu, India; cynthiasheeba.ms@bhc.edu.in (C.S.C.R.); samba@jmc.edu (S.A.U.)
[2] Holy Cross College (Autonomous), Nagercoil, Manonmaniam Sundaranar University, Tirunelveli 629004, Tamil Nadu, India; marypearlysumathi@holycrossngl.edu.in
[3] Charlton College of Business, University of Massachusetts Dartmouth, 285 Old Westport Road, North Dartmouth, MA 02747, USA
* Correspondence: sparayitam@umassd.edu

Abstract: This study aims to investigate the effect of knowledge sharing on organizational commitment. A conceptual model shows hypothesized relationships between knowledge sharing, psychological capital, and organizational commitment. Further, the roles of self-actualization and gender as moderators have been explored. The model is tested with data from faculty members from higher educational institutions in southern India. Using a structured survey instrument, data were collected from 368 faculty members and analyzed after testing the instrument's psychometric properties using LISREL9 software for structural equation modeling. PROCESS macros were used to test hypotheses. The results reveal that (i) knowledge sharing significantly and positively impacts psychological capital and organizational commitment, and (ii) psychological capital mediates the relationship between knowledge sharing and organizational commitment. The results strongly support self-actualization as moderating the relationship between knowledge sharing and psychological capital. Further, gender as a moderator showed that the relationship between knowledge sharing and organizational commitment was stronger for female faculty compared to male faculty members. The theoretical contribution and practical implications are discussed. Keywords: knowledge sharing, psychological capital, organizational commitment, self-actualization, gender, higher educational institutions, India.

Keywords: knowledge-sharing; psychological capital; affective commitment; continuance commitment; normative commitment; self-actualization

check for updates

Citation: Rajakumar, C.S.C.; Usman, S.A.; Micheal, M.P.S.S.; Parayitam, S. Knowledge Sharing and Organizational Commitment: Psychological Capital as a Mediator and Self-Actualization as Moderator. *Information* **2024**, *15*, 459. https://doi.org/10.3390/info15080459

Academic Editor: Vincenzo Moscato

Received: 4 July 2024
Revised: 19 July 2024
Accepted: 31 July 2024
Published: 2 August 2024

Copyright: © 2024 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Nonaka's [1] seminal work on the knowledge management process has produced impressive research in psychology and organizational behavior. The five dimensions of knowledge management (knowledge creation, knowledge transfer, knowledge sharing, knowledge acquisition, and knowledge storage) have been widely researched by several scholars during the last three decades [2–8]. While each of the dimensions of knowledge management has its role to play in influencing attitudes-behavior relationships in work organizations, some studies have focused on knowledge sharing [9–11], which is a critical dimension of expanding knowledge among organizational participants.

Though knowledge sharing has been exhaustively researched, relatively few studies have focused on the effect of knowledge sharing on employees' organizational commitment. Previous research has heavily documented the importance of the three dimensions of organizational commitment (continuance, normative, and affective); organizations need to ensure that employees remain committed [12,13]. Another important variable that has

been identified nearly two decades back is psychological capital (Luthans et al. [14]), which has several positive outcomes: job satisfaction, job commitment, and organizational performance [15]. Though previous studies focused on the importance of knowledge sharing, psychological capital, and organizational commitment in influencing organizational performance, the linkage between these variables has yet to be investigated. This study aims to establish the link between knowledge sharing, psychological capital, and organizational commitment. Knowledge sharing and psychological capital were influential variables that positively affect individual behavior in organizations. However, to the best of our knowledge, it is surprising that the relationship between knowledge sharing and psychological capital as antecedents to organizational commitment has been understudied. One of the objectives of the present study is to empirically examine the effect of knowledge sharing on psychological capital and organizational commitment. As knowledge sharing between faculty members plays an important role, the relationship between the variables is studied in the context of higher educational institutions. The present study also adds another critical variable, self-actualization, which has received scant attention from scholars in influencing psychological capital. While most of the studies were conducted in the context of Western and European countries, a relatively small number of studies have focused on developing countries such as India. To bridge the gap, the present study attempts to answer the following research questions:

Q1: How does knowledge sharing impact psychological capital and organizational commitment?
Q2: How does psychological capital mediate the relationship between knowledge sharing and organizational commitment?
Q3: How does self-actualization moderate the relationship between knowledge sharing and psychological capital?
Q4: How does gender moderate the relationship between knowledge sharing and organizational commitment?

This study makes five significant contributions to the theory and practice related to knowledge management and organizational behavior. First, the study highlights the importance of knowledge sharing in educational institutions in enhancing the psychological capital of faculty members entrusted with disseminating the knowledge among students. Second, this study underscores the importance of psychological capital in enhancing organizational commitment. Third, the indirect effect of knowledge sharing on organizational commitment through psychological capital has been evidenced in this study. Fourth, self-actualization, an under-researched area in organizational behavior, has been established to play a vital role in strengthening the relationship between knowledge sharing and psychological capital. Further, the gender differences in the relationship between knowledge sharing and organizational commitment have been emphasized in this study. Fifth, the conceptual model showing the two-way interactions between (i) knowledge sharing and self-actualization in influencing psychological capital and (ii) knowledge sharing and gender influencing organizational commitment is a pivotal contribution of this research to the theories related to knowledge management and organizational behavior.

1.1. Higher Educational Institutions in India: The Study Context

This study is conducted in the context of higher educational institutions (HEIs) in India. Most knowledge transfer from faculty to students occurs in HEIs, and knowledge sharing among the faculty plays a vital role in this process. The dissemination of information from these knowledge chambers is essential for the development of the skills and abilities of students [16]. The enormous growth of HEIs in India, especially after the privatization, makes the institutions highly competitive, and to sustain the competition, HEIs are required to maintain high standards and achieve efficiency in disseminating knowledge. The culture of knowledge creation and sharing is critical in this process. In HEIs, it is essential to see how knowledge sharing among faculty members affects psychological capital and organizational commitment. Some scholars contend that the learning environment has

undergone phenomenal changes during the post-pandemic period, requiring knowledge sharing among faculty members to adjust to the new environment and face challenges successfully [17].

According to the All-India Survey of Higher Education (AISHE) report released by the Ministry of Education of India, there are 58,000 HEIs and 993 universities with an enrolment of 43.3 million students [18]. The Indian educational system is governed by several autonomous bodies such as the All India Council for Technical Education (AICTE), Indian Council of Agricultural Research (ICAR), National Council for Teacher Education (NCTE), and Distance Education Bureau (DEB). The primary goal of these HEIs is knowledge creation and dissemination. The economic growth and prosperity of India largely depend on how the HEIs maintain standards to satisfy the accreditation requirements.

1.2. Variables in the Present Study

This study investigates the relationship between the variables: knowledge sharing, psychological capital, organizational commitment, self-actualization, and gender.

1.2.1. Knowledge Sharing

Knowledge sharing, one of the five dimensions of knowledge management, refers to "the provision or receipt of task information, feedback, and know-how to help others and to collaborate with others to solve problems or develop new ideas, products or procedures" (p. 773) [19]. Knowledge includes ideas, facts, opinions, and judgments that may profoundly impact an individual's and team's behavior, and knowledge sharing is a critical component in organizations that leads to sustained competitive advantage [20]. As some recent studies have reported, an effective knowledge sharing mechanism facilitates internal employee communication that helps in decision-making processes [21]. In addition, knowledge sharing results in collaboration and enhances interpersonal relationships among organizational members [22]. Literature reviews have predominantly documented several positive outcomes of knowledge sharing, which include innovation [23], collective learning [24], agility [25], and psychological capital [26]. In HEIs, knowledge sharing helps the faculty members keep abreast of emerging pedagogical tools and curriculum developments. It is common for the HEIs to conduct faculty development programs, periodical seminars, and conferences so that they can share their ideas, experiences, and trends in research, which facilitates effective teaching.

1.2.2. Psychological Capital

The Psychological capital concept introduced by Luthans [14] and his colleagues around two decades ago has attracted researchers' attention in organizational behavior and industrial psychology [14]. Psychological capital is a psychological resource consisting of four dimensions—self-efficacy, optimism, hope, and resilience. A formal definition of psychological capital, as advanced by Luthans et al. [14], is as follows:

> "an individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive reference (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success." (p. 3) [14]

Previous studies have consistently demonstrated the positive impact of psychological capital on trust, job satisfaction, and performance [11,27]. This study, however, delves deeper into the causal relationship between knowledge sharing among faculty members and psychological capital. Furthermore, we aim to uncover the mediating role of psychological capital in the relationship between knowledge sharing and organizational commitment.

1.2.3. Organizational Commitment

According to Allen and Meyer [28], organizational commitment is "a psychological state that binds the individual to the organization" (p. 14) [28]. Organizational commitment is a multi-dimensional construct consisting of three dimensions: affective, normative, and continuance commitment [29]. *Affective commitment* is related to the emotional attachment of individuals to the organization, and this emotional bond motivates them to stick with the organization [28,30]. Individuals high in affective commitment tend to attend to their duties and complete given tasks regularly [13,31–33].

Normative commitment, another dimension of organizational commitment, is best understood as an individual's moral obligation to stay with an organization. This sense of duty, often instilled during recruitment and induction when the importance of loyalty is emphasized (Wiener [34]), motivates employees to show normative commitment. When employees are satisfied with the organizational climate and find cultural socialization, they tend to exhibit normative commitment, further strengthening their bond with the organization.

The third dimension of organizational commitment is *continuance commitment*, which is related to the costs associated with leaving the organization and the benefits associated with continuing with the organization [12,35]. When employees invest their time in learning organization-specific and job-specific skills, they are more likely to exhibit continuance commitment [12]. Further, the lack of employment opportunities may also motivate the employees to continue with the organization in which they are working.

1.2.4. Self-Actualization

One of the most prominent frameworks in the field of motivation is the 'integrated need-hierarchy' theory from Maslow [36]. The central theme of the seminal work is that individuals attempt to reach the self-actualization stage once they feel that their lower-level needs (physiological, safety) and middle-order needs (social, esteem) are satisfied (Maslow [37]). Individuals with self-actualization needs are motivated by growth and give importance to love and humanity rather than fulfilling their basic needs. The dimensions of self-actualization are continued freshness of appreciation, acceptance, authenticity, equanimity, purpose, efficient perception of reality, humanitarianism, past experiences, moral intention, and creative spirit [38–40]. Extant research reports that individuals characterized by self-actualization maintain positive relations and become self-transcendent, prefer autonomy and personal growth, and are more likely to realize their purpose in life [41–44].

2. Theoretical Framework, the Variables, and Hypotheses Development

Theoretical underpinnings for the present study come from Positive Organizational Behavior Luthans et al. [14] Organizational Learning Theory (OLT) [45,46], and Organizational Commitment Theory (OCT) [12,13].

Psychological capital, a significant part of POB, is a multidimensional construct of four components: efficacy, hope, optimism, and resilience. Based on social cognition theory [47], Efficacy refers to the belief or confidence individuals possess to complete a given task. Hope, based on hope theory [48], is related to the steps taken by individuals to reach their goals. Based on attribution theory [49], optimism is how individuals attribute positive events to internal causes and adverse events to external and non-controllable situations. The fourth dimension, resilience, relates to how individuals bounce back from failure, adversity, and conflict to achieve goals successfully. Psychological capital is a major driving force for faculty in HEIs so that they can perform their jobs efficiently.

OLT, another theory we used in this research, posits that individuals learn from various sources (e.g., information sharing), which helps them perform their jobs effectively and efficiently. Organizational learning is "a system of actions, actors, symbols, and processes that enables an organization to transform information into valued knowledge, which increases its long-run adaptive capacity" (p. 8) [50]. More often, individuals engage in knowledge sharing to cope with the changes in the environment, enabling them to increase

their problem-solving skills [51]. Following OLT, we incorporated knowledge sharing as a crucial independent variable significantly influencing organizational commitment.

The third theory is the OCT, in which organizational commitment is a three-dimensional construct: affective, normative, and continuance [28]. These three components are vital in reducing absenteeism, lowering turnover intention, and increasing citizenship behavior [31,33]. In this study, we integrate these three theories and explore the relationships between the constructs.

2.1. Hypotheses Development

2.1.1. Knowledge Sharing and Organizational Commitment

Knowledge sharing in organizations enables others to develop competencies and solve complex problems [19,52], which is more likely to increase employees' commitment. Knowledge sharing builds relationships among the organizational members, which positively affects affective commitment and may also influence continuance commitment [53]. The positive relationship between knowledge sharing and organizational commitment has been established by previous researchers [54–58]. A study conducted on 582 employees working in the software industry from India revealed that knowledge sharing is significantly positively associated with affective commitment through competency development [58]. In a recent study conducted on 291 employees in the hotel industry in Malaysia, the researchers found that knowledge management practices, including knowledge sharing, resulted in higher employee commitment, which, in turn, influenced performance [59]. In one study conducted on 408 employees in the healthcare industry in Jordan, Thneibat [60] found that knowledge sharing is an important variable contributing to high employee commitment. Thus, based on the above arguments, we offer the following hypothesis.

H1: Knowledge sharing significantly and positively impacts organizational commitment.

2.1.2. Knowledge Sharing and Psychological Capital

Knowledge sharing is one of the five dimensions of knowledge management (other dimensions are knowledge creation, knowledge storing, knowledge accessibility, and knowledge application), which plays a vital role in enhancing the skills and competencies of members [61,62]. Knowledge sharing is crucial when it comes to tacit knowledge (which is not easily shared), and, most importantly, willingness on the part of the members is essential to share such knowledge. As earlier scholars argued, knowledge sharing requires an open environment whereby individuals feel free to share their knowledge, and Kim et al. [10] thought personality characteristics play a vital role in this process [63]. Knowledge sharing helps individuals to enhance their psychological capital (self-efficacy, resilience, and hope). For example, Ghazinour et al. [26] showed a positive association between knowledge sharing and employees' hope. Fan et al. [64] found that knowledge-sharing results in an increase in resilience. The positive effect of knowledge sharing on self-efficacy has been found by earlier scholars [65,66]. In a study on 700 employees in public sector undertakings, technology companies, and educational institutions in India, some researchers found a relationship between psychological capital and knowledge sharing [67]. Thus, based on the above arguments and prior empirical support, the following hypothesis is advanced:

H2: Knowledge sharing significantly and positively impacts psychological capital.

2.1.3. Psychological Capital and Organizational Commitment

The relationship between psychological capital and organizational commitment is straightforward. Psychological capital represents a positive emotional state characterized by high resiliency, efficacy, optimism, and hope. In a study conducted on managers in oil and petrochemical companies from Saudi Arabia, researchers found that psychological capital significantly increased organizational commitment [68]. In another study conducted on 800 employees in small and medium-sized enterprises in Vietnam, the researchers

found a strong positive association between psychological capital and organizational commitment [69]. A study conducted on 836 medical postgraduate students from eight medical universities in China found that psychological capital enhanced their commitment to their profession [70]. Psychological capital builds confidence among the individuals that they can effectively perform tasks assigned to them and are more likely to exhibit high levels of commitment. We offer the following hypothesis based on the above arguments and available empirical support.

H3: Psychological capital significantly and positively impacts organizational commitment.

2.1.4. Psychological Capital as a Mediator

Several studies have documented the direct effects of knowledge sharing on organizational commitment [55,57,59,60]. However, knowledge sharing may indirectly affect organizational commitment through psychological capital. Psychological capital mediates between emotional intelligence and job performance (Gong et al. [71]) and between service leadership and organizational citizenship behavior [72]. Similarly, when knowledge sharing increases self-efficacy and resilience, they feel more confident performing tasks, motivating them to remain committed to the organization [26]. We offer the following mediation hypothesis based on the direct relationships between knowledge sharing, psychological capital, and organizational commitment.

H4: Psychological capital mediates the relationship between knowledge sharing and organizational commitment.

2.1.5. Gender as a Moderator

In the knowledge-sharing literature, gender is a demographic variable that has received relatively little attention despite its potential to significantly influence organizational commitment. While some scholars have noted distinct gender differences in how individuals perceive and act [73], others have found no such disparities [74,75]. In this study, our specific focus is to highlight gender differences in the relationship between knowledge sharing and organizational commitment, a key objective that has not been extensively explored.

One of the main reasons for gender differences is how women perceive social life differently from males [76]. Studies conducted in Western countries (e.g., the USA) and European countries reveal that men tend to have independent self-construal. In contrast, women are skewed towards interdependent self-construal [77], whereas in developing countries (e.g., India), women prefer dyadic relationships to men who prefer social life. In educational institutions, men interact face-to-face, whereas women prefer discrete interactions through online platforms [78,79]. The relationship between knowledge sharing and organizational commitment will be stronger for women than for men, especially in the context of educational institutions. Since earlier scholars did not study gender differences, we offer the following exploratory moderation hypothesis.

H1a: Gender moderates the relationship between knowledge sharing and organizational commitment such that the relationship will be stronger for women than for men.

2.1.6. Self-Actualization as a Moderator

The need-hierarchy theory, as proposed by Maslow [36], is a seminal contribution to the field. It posits that the highest order need is 'self-actualization'. This theory has been a cornerstone for several researchers in organizational psychology. They argue that individuals characterized by self-actualization are more likely to be creative, strive for personal growth, and find purpose in life [40–44]. These individuals are eager to learn and grow, are curious about new things, and express themselves through innovative ideas. For instance, curiosity, a key characteristic of self-actualized individuals, is defined as

the "recognition, pursuit, and intense desire to explore novel, challenging, and uncertain events" (p. 368) [80].

In this study, we argue that self-actualization strengthens the positive effect of knowledge sharing on psychological capital. When knowledge sharing is positively related to psychological capital, individuals who are high in self-actualization tend to enhance their psychological capital by their curiosity, innovativeness, and readiness to learn new things. Though social and organizational psychology researchers demonstrated that self-actualization is a strong predictor of several work-related outcomes (such as job satisfaction), the moderating effect of self-actualization has not been investigated. In this study, we explore the moderating effect by offering the following hypothesis to fill the research gap.

H2a: Self-actualization moderates the relationship between knowledge sharing and psychological capital such that, at higher (lower) levels of self-actualization, knowledge sharing results in higher (lower) levels of psychological capital.

The conceptual model is presented in Figure 1.

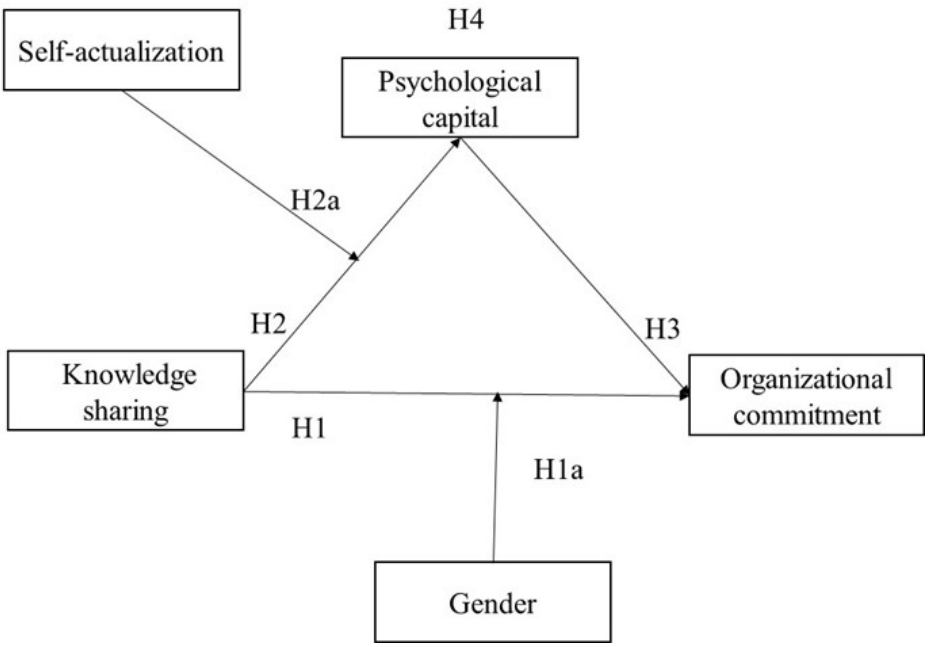

Figure 1. The conceptual model.

3. Method

3.1. Sample

To test the hypothesized relationships, we focused on faculty members working in higher education institutions (HEIs) in southern India. We prepared a carefully crafted survey instrument and distributed it among faculty members. The survey was sent electronically using Google Forms. Since it is challenging to approach respondents because of social distancing problems and risks involved in face-to-face interactions, most researchers prefer using online data collection platforms. Several researchers followed the risk-free electronic method of collecting data (6–9). We sent 500 emails to the respondents and received 368 responses (73.6% response rate). Since Google Forms does not allow incomplete data, all the responses received were complete. We checked the non-response bias by comparing the first seventy-five respondents with the last seventy-five responses and found no statistical differences between these two data groups.

3.2. Demographic Profile

The sample consists of 161 male faculty (43.8%) and 207 female faculty (56.2%). The demographic profile is mentioned in Table 1.

Table 1. Demographic profile of the respondents.

Category	Profile	Total Number	Percentage
Gender	Male	161	43.8
	Female	207	56.2
Age	25 years or less	28	7.6
	25–35	130	35.3
	25–45	163	44.3
	45–55	42	11.4
	Over 55	5	1.4
Experience	Less than 5 years	115	31.3
	5–10 years	112	30.4
	10–15 years	90	24.5
	15–20 years	33	9.0
	Over 20 years	18	4.9
Educational Qualification	Post-graduate Masters	45	12.2
	M. Phil	89	24.2
	Ph. D	234	63.6
Family type	Joint family	133	36.1
	Nuclear family	235	63.9
Marital status	Married	329	89.4
	Unmarried	39	10.6
Annual income	Up to INR 300,000 [USD 3500]	208	56.5
	INR 300,000–INR 600,000 [USD 3500–USD 7000]	119	32.3
	INR 600,000–INR 900,000 [USD 7000–USD 10,500]	2	0.5
	INR 900,000–INR 1,200,000 [USD 10,500–USD 14,000]	26	7.1
	above INR 1200,000	13	3.5

3.3. Measures

All the constructs were measured with indicators on a Likert-type 5-point scale (1 = strongly disagree; 5 = strongly agree) on which the respondents were asked to express their opinions. The measures were drawn from the literature. Knowledge sharing was measured with five items (α = 0.72) adapted from Lin [81]. Psychological capital was measured with four dimensions adapted from Luthans et al. [82]: efficacy (three items; α = 0.79), hope (three items; α = 0.76), resilience (three items: α = 0.85), and optimism (three items: α = 0.87). The reliability coefficient of psychological capital as a second-order construct was 0.82. Organizational commitment was measured with three dimensions adapted from Meyer and Allen [32]: affective commitment (three items; α = 0.82), normative commitment (three items; α = 0.84), and continuance commitment (three items; α = 0.85). The reliability coefficient Cronbach's alpha for the second-order latent construct 'organizational commitment' was 0.78. Self-actualization was measured with ten dimensions

adapted from Kaufman [40]: continued freshness of appreciation (three items: $\alpha = 0.78$), acceptance (three items: $\alpha = 0.79$), authenticity (three items: $\alpha = 0.81$), equanimity (three items; $\alpha = 0.72$), purpose (three items: $\alpha = 0.73$), efficient perception of reality (three items: $\alpha = 0.78$), humanitarianism (three items: $\alpha = 0.83$), experience (three items: $\alpha = 0.76$), good moral intuition (three items: $\alpha = 0.79$), and creative spirit (three items: $\alpha = 0.77$). Cronbach's alpha for second-order latent construct self-actualization was 0.82. [All the indicators for the constructs are mentioned in Appendix A].

4. Analysis and Results

As Anderson and Gerbing [83] suggested, the measurement model was checked before testing the structural model. We used structural equation modeling to check the measurement model. The results of measurement models are presented in Table 2. The baseline second-order four-factor model fitted the data well ($\chi^2/df = 3.5$; RMSEA = 0.065; RMR = 0.046; standardized RMR = 0.057; CFI = 0.93; TLI = 0.91; GFI = 0.90). These goodness-of-fit statistics for the four-factor model render evidence of construct distinctiveness for knowledge sharing, psychological capital, self-actualization, and organizational commitment. Table 2 reveals that the factor loadings of all the constructs were well above acceptable levels of 0.70, and the average variance extracted (AVE) estimates were above 0.50, indicating the construct's reliability and validity [84]. Discriminant validity is established by ensuring that the AVE exceeds the squared correlations between the variables. For example, the AVEs of knowledge sharing and self-actualization were 0.67 and 0.63, respectively, which exceeded the squared correlations between knowledge sharing and self-actualization ($r = 0.26$; and $r^2 = 0.067$) (see Table 3 for correlations between the variables). The goodness-of-fit statistics and CFA results support this study's discriminant validity of these four second-order latent constructs.

Table 2. Confirmatory factor analysis.

Variable	Alpha	Standardized Loadings (λyi)	Reliability (λ^2 yi)	Variance (Var (εi))	Variance-Extracted Estimate Σ (λ2 yi)/[(λ2 yi) + (Var (εi))]
Knowledge sharing	0.72				0.67
KS1		0.83	0.69	0.31	
KS2		0.85	0.72	0.28	
KS3		0.78	0.60	0.40	
KS4		0.84	0.70	0.30	
KS5		0.80	0.65	0.36	
Self-actualization					
Continued freshness of appreciation	0.78				0.66
FA1		0.79	0.62	0.38	
FA2		0.83	0.70	0.30	
FA3		0.82	0.67	0.33	
Acceptance	0.79				0.71
A1		0.88	0.77	0.23	
A2		0.80	0.65	0.35	
A3		0.85	0.72	0.28	
Authenticity	0.81				0.73
AT1		0.84	0.70	0.30	
AT2		0.86	0.75	0.25	
AT3		0.86	0.74	0.26	

Table 2. *Cont.*

Variable	Alpha	Standardized Loadings (λyi)	Reliability (λ^2 yi)	Variance (Var (εi))	Variance-Extracted Estimate Σ (λ2 yi)/[(λ2 yi) + (Var (εi))]
Equanimity	0.72				0.78
E1		0.89	0.80	0.20	
E2		0.90	0.82	0.18	
E3		0.85	0.72	0.29	
Purpose	0.73				0.76
P1		0.89	0.78	0.22	
P2		0.82	0.67	0.33	
P3		0.90	0.82	0.18	
Efficient perception of reality	0.78				0.70
PR1		0.81	0.66	0.34	
PR2		0.84	0.71	0.29	
PR3		0.85	0.73	0.27	
Humanitarianism	0.83				0.69
H1		0.85	0.72	0.28	
H2		0.82	0.68	0.32	
H3		0.82	0.68	0.32	
Past experiences	0.76				0.70
PE1		0.79	0.63	0.37	
PE2		0.87	0.76	0.24	
PE3		0.84	0.71	0.29	
Moral intention	0.79				0.65
MI1		0.79	0.63	0.37	
MI2		0.80	0.65	0.35	
MI3		0.81	0.66	0.34	
Creative spirit	0.77				0.74
CS1		0.83	0.69	0.31	
CS2		0.84	0.70	0.30	
CS3		0.90	0.82	0.18	
Organizational commitment					
Affective commitment	0.82				0.74
AC1		0.87	0.76	0.24	
AC2		0.86	0.75	0.25	
AC3		0.84	0.71	0.29	
Continuance commitment	0.85				0.64
CC1		0.81	0.66	0.35	
CC2		0.74	0.55	0.45	
CC3		0.84	0.71	0.29	
Normative commitment	0.84				0.79
NC1		0.87	0.76	0.24	
NC2		0.91	0.83	0.17	

Table 2. *Cont.*

Variable	Alpha	Standardized Loadings (λyi)	Reliability (λ^2 yi)	Variance (Var (εi))	Variance-Extracted Estimate Σ (λ2 yi)/[(λ2 yi) + (Var (εi))]
NC3		0.89	0.79	0.21	
Psychological capital					
Efficacy	0.79				0.70
PCE1		0.83	0.70	0.31	
PCE2		0.86	0.75	0.25	
PCE3		0.80	0.65	0.35	
Hope	0.76				0.69
PCH1		0.86	0.74	0.26	
PCH2		0.82	0.67	0.33	
PCH3		0.81	0.66	0.34	
Resilience	0.85				0.72
PCR1		0.82	0.68	0.32	
PCR2		0.85	0.73	0.28	
PCR3		0.87	0.76	0.25	
Optimism	0.87				0.67
PCO1		0.87	0.75	0.25	
PCO2		0.81	0.66	0.34	
PCO3		0.78	0.60	0.40	
Second-order constructs					
Self-actualization	0.82				0.63
Continued freshness of appreciation		0.72	0.52	0.48	
Acceptance		0.89	0.79	0.22	
Authenticity		0.80	0.64	0.36	
Equanimity		0.82	0.67	0.33	
Purpose		0.85	0.73	0.27	
Efficient perception of reality		0.76	0.58	0.43	
Humanitarianism		0.82	0.68	0.32	
Past experiences		0.81	0.66	0.35	
Moral intention		0.72	0.53	0.48	
Creative spirit		0.71	0.51	0.49	
Organizational commitment	0.78				0.70
Affective commitment		0.79	0.62	0.38	
Continuance commitment		0.88	0.78	0.22	
Normative commitment		0.84	0.70	0.30	
Psychological capital	0.82				0.76
Efficacy		0.91	0.82	0.18	
Hope		0.89	0.79	0.21	
Resilience		0.85	0.72	0.29	
Optimism		0.84	0.70	0.30	

Table 3. Means, standard deviations, and zero-order correlations.

	Mean	S. D	1	2	3	4	5
1. Knowledge sharing	4.03	0.65	1				
2. Psychological capital	4.16	0.69	0.14 ***	1			
3. Self-actualization	4.02	0.55	0.26 ***	0.36 ***	1		
4. Organizational commitment	3.92	0.48	0.21 ***	0.31 ***	0.53 ***	1	
5. Gender	1.56	0.50	0.05	0.13 **	0.09	0.09	1

*** $p < 0.01$; ** $p < 0.05$; Gender [1 = male; 2 = female].

4.1. Common Method Bias (CMB)

Since survey-based research has inherent CMB, it is necessary to statistically check the extent of the CMB. We conducted three tests: (a) We followed Harman's single-factor method and found that a single factor accounted for 21.63 percent of the variance; (b) we verified the variance inflation factor (VIF) and found that the VIF values were less than 5.0; and (c) we conducted latent variable approach by subjecting all the constructs on a single factor and rotated with all constructs and found that the inner VIF values were less than 3.3 [85]. These statistics reveal that CMB did not affect the data.

4.2. Testing H1–H3

We performed Hayes [86] PROCESS macros for testing the hypothesized relationships. The results of the direct hypotheses are presented in Table 4.

Table 4. Results of hypotheses testing.

Hypotheses	Relationship	Coeff	se	t	*p*	Boot LLCI	Boot ULCI	Result
H1	Knowledge sharing → Organizational commitment	0.1547	0.0378	4.0975	0.0001	0.0805	0.2289	Supported
H2	Knowledge sharing → PsyCap	0.2581	0.0383	6.7349	0.0000	0.1829	0.3334	Supported
H3	PsyCap → Organizational commitment	0.1039	0.0376	2.7626	0.0059	0.0300	0.1778	Supported

The regression coefficient of knowledge sharing on organizational commitment, as predicted in Hypothesis 1, is significant and positive ($\beta = 0.15$; $t = 4.09$; $p < 0.001$). The beta coefficient of knowledge sharing on PsyCap was significant and positive ($\beta = 0.26$; $t = 6.73$; $p < 0.001$), thus supporting H2. The direct effect of PsyCap on organizational commitment was positive and significant ($\beta = 0.10$; $t = 2.76$; $p < 0.01$), thus supporting H3.

Hypothesis 4 predicts that PsyCap mediates the relationship between knowledge sharing and organizational commitment. To test the mediation hypothesis, we verified whether the indirect effect is significant or not. The results reveal (see Table 5) that the indirect effect (0.028) was significant (Boot LLCI = 0.0036; Boot ULCI = 0.0610). Since 'zero' was not in the confidence intervals, the indirect effect was significant, thus supporting H4. (See Table 5).

Table 5. Indirect effect.

	Effect	se	Boot LLCI	Boot ULCI
Knowledge sharing → PsyCap → Organizational commitment	0.0286	0.0145	0.0036	0.0610

NB: Total Effect: Knowledge sharing. Organizational commitment = Direct effect (0.1261) + Indirect effect (0.0286) = 0.1547. Indirect effect = regression coefficient of knowledge sharing on PsyCap (0.1440) x regression coefficient of PsyCap on organizational commitment (0.1983) = 0.0286. Notes: N = 368; Boot LLCI refers to the lower bound of bootstrapping confidence intervals. Boot ULCL refers to the upper bound of bootstrapping confidence intervals. The number of bootstrapping samples for these bias-corrected bootstrapping confidence intervals is 20,000. The level of confidence for all confidence intervals in the output is 0.95. We report four decimal digits for bootstrap results because some values may be very close to zero.

4.3. Testing H1a and H2a

To test the moderation hypotheses, we used model number 1 of Hayes' [86] PROCESS macros. The results were presented in Table 6.

Table 6. Results of moderation hypotheses.

Hypotheses	Relationship	Coeff	se	t	*p*	Boot LLCI	Boot ULCI	Result
H1a	Knowledge sharing x gender → Organizational commitment	0.1869	0.0749	2.4969	0.0130	0.0397	0.3341	Supported
H2a	Knowledge sharing x self-actualization → PsyCap	0.1261	0.0365	3.4558	0.0006	0.0544	0.1979	Supported

The regression coefficient of the interaction term between knowledge sharing and gender on organizational commitment was significant (β knowledge sharing × gender = 0.187, $p < 0.05$), thus supporting that gender moderated the relationship between knowledge sharing and organizational commitment. The interaction effect can be seen in Figure 2.

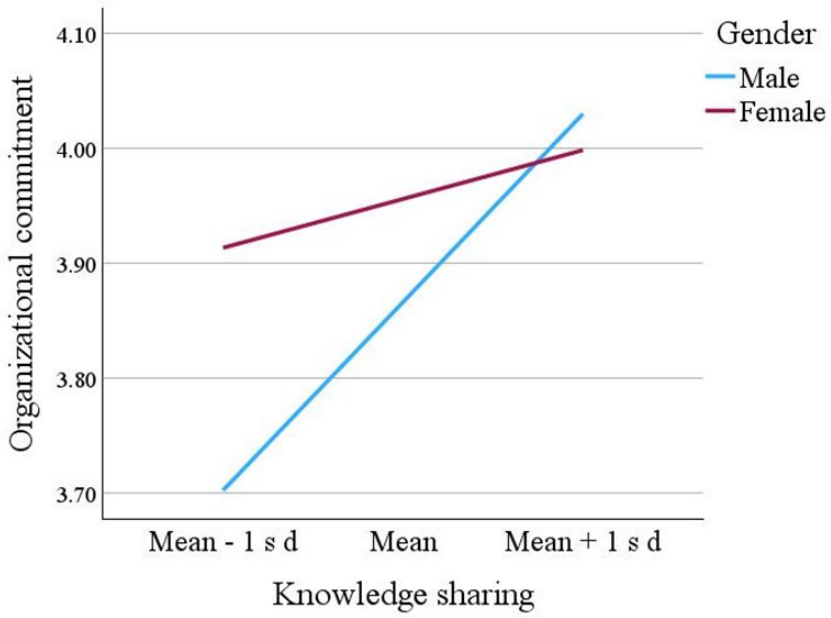

Figure 2. Gender moderating the relationship between knowledge sharing and organizational commitment.

We predicted that the relationship between knowledge sharing and organizational commitment would be stronger for women when compared to men. As can be seen in the figure, the effect of knowledge sharing on organizational commitment was higher for women compared to men. However, when knowledge sharing increased from 'low' to

'high', the rate of growth in organizational commitment was higher for men, though women showed higher levels of commitment comparatively. At the other end of the continuum, when knowledge sharing was high, the gender differences disappeared. The difference in the slopes of the curves renders support for the moderation hypothesis (H1a).

We predicted that self-actualization moderates the relationship between knowledge sharing and PsyCap. The results reveal that the regression coefficient of interaction term knowledge sharing and PsyCap was significant (β knowledge sharing x self-actualization = 0.126, $p < 0.05$). The visualization of the interaction effect is presented in Figure 3.

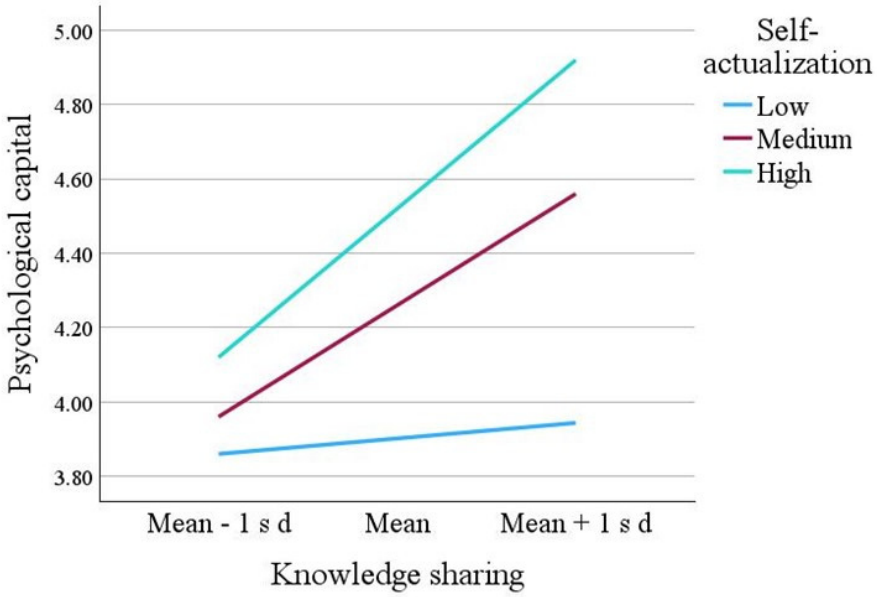

Figure 3. Self-actualization as a moderator between knowledge sharing and psychological capital.

As can be seen in Figure 3, at higher levels of self-actualization, knowledge sharing results in a higher level of organizational commitment than at lower levels of self-actualization. Further, when knowledge sharing increases from 'low' to 'high', the relationship becomes much stronger as the slopes of the curves representing higher levels of self-actualization are increasing at a faster rate than at lower levels of self-actualization. The slopes of the curves are different at different levels of self-actualization, thus supporting the moderation hypothesis H2a.

5. Discussion

This research aims to unravel the effect of knowledge sharing on psychological capital and organizational commitment. The data collected from 368 faculty members from HEIs were analyzed using PROCESS MACROS, and the findings supported all hypothesized relationships mentioned in the conceptual model (Figure 1).

First, the findings indicate that knowledge sharing has a significant and positive effect on organizational commitment (Hypothesis 1), corroborating the results from other studies in the literature [54–57]. When faculty members feel comfortable sharing their knowledge (such as new techniques and software), they are more likely to increase their performance and be motivated to stay with the institutions they are working in. Second, the results supported the positive effect of knowledge sharing on psychological capital (Hypothesis 2), confirming the findings from previous researchers [26,63,67,87]. Knowledge sharing enables the faculty members to enhance their psychological capital (hope, efficacy, optimism, and resilience). Third, the positive relationship between psychological capital and organizational commitment (Hypothesis 3) has been well supported in this study, consistent with previous scholars' results [68,69,88]. Faculty members high in hope, optimism, efficacy,

and resilience will likely show higher affective, normative, and continuous commitment toward the organization.

The fourth key finding from this study is the mediation effect of psychological capital in the relationship between knowledge sharing and organizational commitment (Hypothesis 4). Some studies have demonstrated the role of psychological capital in influencing the relationship between various independent and dependent variables [6,57,59,71]. Fifth, this research supported the moderating effect of gender in the relationship between knowledge sharing and organizational commitment (Hypothesis 1a). Though previous researchers did not investigate gender differences, some empirical evidence supporting the importance of gender in influencing relationships between organizational variables is available [74,75]. Sixth, the findings from this study supported self-actualization as a moderator in strengthening the relationship between knowledge sharing and psychological capital (Hypothesis 2a). This is consistent with the positive outcomes of self-actualization on organizational variables [40–44]. In sum, the conceptual model presented and tested in this study aligns with the theoretical underpinnings of POB, OLT, and OCT.

5.1. Theoretical Contributions

The results from this research have several implications for broadening the theoretical bases of POB, OLT, and OCT. First, this study provides detailed insights into the positive effect of knowledge sharing, especially in the context of faculty members in HEIs. The faculty is entrusted with disseminating knowledge among the students; HEIs must have a positive knowledge-sharing climate. Second, this study underscores the importance of knowledge sharing in ensuring high organizational commitment among faculty members. A climate of knowledge sharing will help increase the skills and abilities of individuals in practical problem-solving and motivate them to exhibit higher levels of affective, continuance, and normative commitment. Third, this study documented that knowledge sharing is a precursor to psychological capital influencing commitment.

Fourth, following gender studies, this research makes a significant contribution by providing empirical evidence in support of gender differences in the effect of knowledge sharing on organizational commitment. More specifically, this study evidenced that women faculty members are more likely to engage in knowledge sharing that contributes to organizational commitment than their male counterparts.

The fifth pivotal contribution of this study is the effect of self-actualization, an understudied variable in the organizational behavior literature, on influencing psychological capital. More specially, this research leverages one of the critical constructs of Maslow's need-hierarchy theory (i.e., self-actualization), which plays a vital role in increasing the positive effect of knowledge sharing on psychological capital. Therefore, from a theoretical standpoint, this study contributes to the advancement of existing theories related to psychological capital (POB), organizational commitment (OCT), and knowledge sharing (OLT).

5.2. Practical Implications

This research has several implications for administrators and faculty in HEIs. Since knowledge creation and dissemination occur at the HEIs, the administrators must provide a congenial climate of knowledge sharing so that the students benefit from the enhanced faculty knowledge. This research explains how a nuanced understanding of knowledge sharing can enhance psychological capital and organizational commitment. Understanding the importance of knowledge sharing in HEIs will be helpful to administrators in motivating the heads of the institutions to encourage conducting workshops and conferences at regular intervals. Most institutions worldwide conduct faculty development programs and national and international seminars whereby faculty members congregate and share their ideas and knowledge, which enhances their psychological capital, motivating them to remain committed to the institutions.

As the educational sector has become highly competitive with the presence of several private colleges and universities, particularly in the context of India, it is essential for the HEIs to retain talented faculty who are ready to share their knowledge and who are high on psychological capital, and who show higher levels of commitment. HEIs that ignore the importance of knowledge sharing and psychological capital are less likely to sustain a competitive advantage.

5.3. Limitations and Suggestions for Future Research

This study has some limitations. First, as with any survey-based cross-sectional research, the problems of CMB and social desirability bias are common in this study as well. However, to counter the CMB, we have taken adequate care by following the suggestions of scholars in terms of methodology [89]. To minimize the social desirability bias, we anonymized the responses and assured the respondents about the data privacy they provided. Second, the sample is from a developing nation, India, and hence, the results may be generalizable across various developing nations where the infrastructure of HEIs is similar. Third, a relatively small sample may be a limitation, though we considered the sample representative. Further, the response rate of 73.6 percent may limit the generalizability of findings, though it is acceptable in social sciences research [90]. Fourth, the study focused on a limited number of variables. Fifth, the study tested the conceptual model in light of HEIs, and the results should be interpreted when applied to other sectors (e.g., information technology, pharmaceuticals, manufacturing).

This research provides several avenues for future studies. First, scholars may increase the sample size to make the findings more reliable and generalizable. Further, future studies may see that the response rate is higher than 80 percent to increase the generalizability. Second, longitudinal studies may help see the effect of knowledge sharing on psychology, which, in turn, influences organizational commitment. Third, future researchers can compare the HEIs in developed countries with those of developing countries to see if cultural differences influence the relationships. Fourth, researchers may include other variables such as emotional intelligence, stress and burnout, emotional exhaustion, and interpersonal trust in influencing the relationships between knowledge sharing and organizational commitment. Fifth, future studies may delve into changing nature of knowledge sharing in the present-day Industry 4.0/5.0, as suggested by some latest scholars [91]. Finally, the role of knowledge sharing in connection with human-centric operations management framework can be explored by future research [92].

5.4. Conclusions

A conceptual model based on three theories (POB, OLT, and OCT) was developed and tested in this research. We integrated these theories to tie the relationship between knowledge sharing, psychological capital, and organizational commitment. We attempted answers to the overarching research questions of how knowledge sharing is a precursor to psychological capital and organizational commitment. In addition, the roles of self-actualization and gender in influencing these relationships are highlighted. More specifically, deciphering the dynamic interaction between knowledge sharing and self-actualization in enhancing psychological capital adds to the burgeoning research. The findings from this study provide valuable guidelines for administrators in HEIs to create a positive organizational climate for knowledge sharing and incentivize faculty to increase their commitment to maintain a sustained competitive advantage. As HEIs are knowledge hubs, this study provides valuable guidelines for future research on knowledge sharing and its effects on organizational commitment.

Author Contributions: Conceptualization, C.S.C.R., S.A.U., and M.P.S.S.M.; methodology, C.S.C.R., M.P.S.S.M., and S.P.; software, M.P.S.S.M. and S.P.; validation, S.A.U. and S.P.; formal analysis, C.S.C.R., M.P.S.S.M., and S.P.; investigation, S.A.U. and S.P.; resources, C.S.C.R. and S.A.U.; data curation, C.S.C.R. and S.P.; writing—original draft preparation, C.S.C.R., M.P.S.S.M., and S.P.; writing—

review and editing, C.S.C.R., S.A.U., and S.P.; visualization, S.A.U.; supervision, S.A.U.; project administration, S.A.U. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: The study did not require ethical approval.

Informed Consent Statement: Not applicable.

Data Availability Statement: Data will be available upon request from authors.

Conflicts of Interest: The authors declare no conflicts of interest.

Appendix A. Measures

Knowledge sharing	
KS1	I participate in the group discussion on the topics that are important to my job.
KS2	I share my problems about my classroom teaching with my colleagues.
KS3	I share the issues related to my development with my colleagues.
KS4	I share my knowledge and experiences with my colleagues on a regular basis.
KS5	I discuss with my colleagues about our criteria that we use to function well.
Self-actualization	
Continued freshness of appreciation	
FA1	I can appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonder, and even ecstasy, however stale these experiences may have become to others.
FA2	A sunset looks just as beautiful every time I see one.
FA3	I often feel gratitude for the good in my life no matter how many times I encounter it.
Acceptance	
A1	I accept all sides of myself, including my shortcomings.
A2	I accept all of my quirks and desires without shame or apology.
A3	I have unconditional acceptance for people and their unique quirks and desires.
Authenticity	
AT1	I can maintain my dignity and integrity even in environments and situations that are undignified.
AT2	I can stay true to my core values even in environments that challenge them.
AT3	I take responsibility for my actions.
Equanimity	
E1	I am often undisturbed and unruffled by things that seem to bother most people.
E2	I am relatively stable in the face of hard knocks, blows, deprivations, and frustrations.
E3	I tend to take life's inevitable ups and downs with grace, acceptance, and equanimity.
Purpose	
P1	I feel a great responsibility and duty to accomplish a particular mission in life.
P2	I feel as though I have some important task to fulfill in this lifetime.
P3	I have a purpose in life that will help the good of humankind.
Efficient perception of reality	
PR1	I often have a clear perception of reality.
PR2	I am always trying to get at the real truth about people and nature.
PR3	I try to get as close as I can to the reality of the world.
Humanitarianism	
H1	I feel a deep sense of identification with all human beings.
H2	I feel a great deal of sympathy and affection for all human beings.
H3	I have a genuine desire to help the human race.
Peak experiences	
PE1	I often have experiences in which I feel new horizons and possibilities opening up for myself and others.
PE2	I often have experiences in which I feel a profound transcendence of my selfish concerns.
PE3	I often have experiences in which I feel one with all people and things on this planet.
Good moral intuition	
MI1	I trust my moral decisions without having to deliberate too much about them.
MI2	I have a strong sense of right and wrong in my daily life.
MI3	I can tell "deep down" right away when I've done something wrong.

Creative spirit	
CS1	I have a generally creative spirit that touches everything I do.
CS2	I bring a generally creative attitude to all of my work.
CS3	I am often in touch with my childlike spontaneity.
Organizational commitment	
Affective commitment	
AC1	I would be very happy to spend the rest of my career with this organization.
AC2	I enjoy discussing my organization with people outside it.
AC3	I really feel as if this organization's problem are my own.
Continuance Commitment	
CC1	I am afraid of what might happen if I quit my job with-out having another on lined up.
CC2	It would be very hard for me to leave my organization right now even if I wanted to.
CC3	Too much in my life would be disrupted if I decided I wanted to leave my organization now.
Normative Commitment	
NC1	I think that people these days move from company to company too often.
NC2	I do believe that a person must always be loyal to his or her organization.
NC3	Jumping from organization to organization seem at all unethical too me.
Psychological capital	
Efficacy	
PCE1	I feel confident in representing my work area in meetings with management.
PCE2	I feel confident helping to set targets/goals in my work area.
PCE3	I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.
Hope	
PCH1	I feel confident presenting information to a group of colleagues.
PCH2	At the present time, I am energetically pursuing my work goals.
PCH3	Right now I see myself as being pretty successful at work.
Resilience	
PCR1	I can think of many ways to reach my current work goals.
PCR2	I can be "on my own," so to speak, at work if I have to.
PCR3	I feel I can handle many things at a time at this job.
Optimism	
PCO1	I always look on the bright side of things regarding my job.
PCO2	I'm optimistic about what will happen to me in the future as it pertains to work.
PCO3	I approach this job as if "every cloud has a silver lining".

References

1. Nonaka, I. A Dynamic Theory of Organizational Knowledge Creation. *Organ. Sci.* **1994**, *5*, 14–37. [CrossRef]
2. Gold, A.H.; Malhotra, A.; Segars, A.H. Knowledge management: An organizational capabilities perspective. *J. Manag. Inf. Syst.* **2001**, *18*, 185–214. [CrossRef]
3. Parayitam, S.; Naina, S.M.; Shea, T.; Mohideen, A.H.S.; Aruldoss, A. The Relationship Between Human Resource Management Practices, Knowledge Management Practices, and Performance: Evidence from the Healthcare Industry in India. *Glob. Bus. Rev.* **2021**. *ahead of print*. [CrossRef]
4. Muniz, J., Jr.; Popadiuk, S.; Batistela, G.C.; Nakanishi, F.K.; Rodriguez, I.A. Toyota's knowledge-sharing intention in Brazil and Japan: Does organisational cross-culture matter? *Knowl. Manag. Res. Pract.* **2024**, *22*, 133–147. [CrossRef]
5. Shaik, S.A.; Batta, A.; Parayitam, S. Knowledge management and resistance to change as moderators in the relationship between change management and job satisfaction. *J. Organ. Chang. Manag.* **2023**, *36*, 1050–1076. [CrossRef]
6. Muniz, J., Jr.; Ribeiro, V.B.; Wintersberger, D.; Carvalho, C.P. Worker knowledge sharing in the Brazilian glass sector. *Knowl. Manag. Res. Pract.* **2024**, 1–15, *ahead of print*. [CrossRef]
7. Sivagnanam, P.; Pillai, A.R.; Elangovan, R.; Parayitam, S. Knowledge management process, infrastructure, and system quality as resilient strategies to respond to COVID-19 pandemic challenges: Evidence from higher educational institutions in India. *Knowl. Process. Manag.* **2023**, *30*, 333–354. [CrossRef]
8. Travis, M.L.; Aruldoss, A.; Kowalski, K.B.; Parayitam, S. The effect of knowledge conversion on innovation and performance: A multi-layered moderated-mediation model. *Knowl. Process Manag.* **2023**, *30*, 409–433. [CrossRef]
9. D'Souza, G.S.; Irudayasamy, F.G.; Usman, S.A.; Andiappan, V.S.; Parayitam, S. The Effect of Emotional Intelligence and Psychological Capital on Knowledge, Service and Leadership Excellence: Knowledge Sharing and Trust as Moderators. *FIIB Bus. Rev.* **2021**, 1–19, *ahead of print*. [CrossRef]
10. Kim, J.; Lee, M.S.; Olson, D.L. Human effect of knowledge sharing: Cooperative types and reciprocity level in community of practice. In *Current Issues in Knowledge Management*; Jennex, M.E., Ed.; Information Science Reference: Hershey, PA, USA, 2008; pp. 66–85. [CrossRef]

11. Usman, S.A.; Kowalski, K.B.; Andiappan, V.S.; Parayitam, S. Effect of Knowledge Sharing and Interpersonal Trust on Psychological Capital and Emotional Intelligence in Higher-educational Institutions in India: Gender as a Moderator. *FIIB Bus. Rev.* **2021**, *11*, 315–335. [CrossRef]
12. Meyer, J.P.; Stanley, D.J.; Herscovitch, L.; Topolnytsky, L. Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *J. Vocat. Behav.* **2002**, *61*, 20–52. [CrossRef]
13. Mowday, R.T.; Steers, R.M.; Porter, L.W. The measurement of organizational commitment. *J. Vocat. Behav.* **1979**, *14*, 224–247. [CrossRef]
14. Luthans, F.; Youssef-Morgan, C.M.; Avolio, B.J. *Psychological Capital: Developing the Human Competitive Edge*; Oxford University Press: Oxford, UK, 2007.
15. Chen, D.J.; Lim, V.K. Strength in adversity: The influence of Psychological capital on job search. *J. Organ. Behav.* **2012**, *33*, 811–839. [CrossRef]
16. Petrides, L.A.; Nodine, T.R. *KM in Education, Defining the Landscape*; The Institute for the Study of Knowledge Management in Education: Half Moon Bay, CA, USA, 2003.
17. Rana, S.; Anand, A.; Prashar, S.; Haque, M.M. A perspective on the positioning of Indian business schools post COVID-19 pandemic. *Int. J. Emerg. Mark.* **2020**, *17*, 353–367. [CrossRef]
18. British Council. India Releases Updated Higher Education Statistics. 2024. Available online: https://opportunities-insight.britishcouncil.org/news/news/india-releases-updated-higher-education-statistics#:~:text=India%20has%20the%20world's%20second,over%2058,000%20higher%20education%20institutions (accessed on 25 June 2024).
19. Park, S.; Kim, E.-J. Revisiting knowledge sharing from the organizational change perspective. *Eur. J. Train. Dev.* **2015**, *39*, 769–797. [CrossRef]
20. Zhang, H.; Zhou, Z.E.; Zhan, Y.; Liu, C.; Zhang, L. Surface Acting, Emotional Exhaustion, and Employee Sabotage to Customers: Moderating Roles of Quality of Social Exchanges. *Front. Psychol.* **2018**, *9*, 2197. [CrossRef]
21. Hock-Doepgen, M.; Clauss, T.; Kraus, S.; Cheng, C.F. Knowledge management capabilities and organizational risk-taking for business model innovation in SMEs. *J. Bus. Res.* **2021**, *130*, 683–697. [CrossRef]
22. Enwereuzor, I.K. Diversity climate and workplace belongingness as organizational facilitators of tacit knowledge sharing. *J. Knowl. Manag.* **2021**, *25*, 2178–2195. [CrossRef]
23. Chen, L.; Liu, Y.; Hu, S.; Zhang, S. Perception of organizational politics and innovative behavior in the workplace: The roles of knowledge-sharing hostility and mindfulness. *J. Bus. Res.* **2022**, *145*, 268–276. [CrossRef]
24. Luqman, A.; Talwar, S.; Masood, A.; Dhir, A. Does enterprise social media use promote employee creativity and well-being? *J. Bus. Res.* **2021**, *131*, 40–54. [CrossRef]
25. Tallon, P.P.; Queiroz, M.; Coltman, T.; Sharma, R. Information technology and the search for organizational agility: A systematic review with future research possibilities. *J. Strat. Inf. Syst.* **2019**, *28*, 218–237. [CrossRef]
26. Ghazinour, S.; Sharafi, A.; Mahabadi, M.; Forouhar, M.; Riahi, S. Explain the Role of Psychological Capital in Knowledge Sharing of an Organization. *Int. J. Manag. Acad.* **2014**, *2*, 51–57.
27. Avey, J.B.; Luthans, F.; Youssef, C.M. The additive value of positive psychological capital in predicting work attitudes and behaviors. *J. Manag.* **2010**, *36*, 430–452. [CrossRef]
28. Allen, N.J.; Meyer, J.P. The measurement and antecedents of affective continuance and normative commitment to the organization. *J. Occup. Psychol.* **1990**, *63*, 1–18. [CrossRef]
29. Solinger, O.; Van Olffen, W.; Roe, R.A. Beyond the three-component model of organizational commitment. *J. Appl. Psychol.* **2008**, *93*, 70–83. [CrossRef]
30. Mercurio, Z.A. Affective Commitment as a Core Essence of Organizational Commitment: An Integrative Literature Review. *Hum. Resour. Dev. Rev.* **2015**, *14*, 389–414. [CrossRef]
31. Griffeth, R.W.; Hom, P.W.; Gaertner, S. A meta-analysis of antecedents and correlates of employee turnover: Update moderator tests and research implications for the next millennium. *J. Manag.* **2000**, *26*, 463–488. [CrossRef]
32. Meyer, J.P.; Allen, N.J. *Commitment in the Workplace: Theory Research and Application*; Sage: Thousand Oaks, CA, USA, 1997.
33. Mathieu, J.E.; Zajac, D. A review and meta-analysis of the antecedents correlates and consequences of organizational commitment. *Psychol. Bull.* **1990**, *108*, 171–194. [CrossRef]
34. Wiener, Y. Commitment in organizations: A normative view. *Acad. Manag. Rev.* **1982**, *7*, 418–428. [CrossRef]
35. Kanter, R.M. Commitment and social organization: A study of commitment mechanisms in utopian communities. *Am. Sociol. Rev.* **1968**, *33*, 499. [CrossRef]
36. Maslow, A.H. *Motivation and Personality*; Harper & Row: New York, NY, USA, 1954.
37. Maslow, A.H. *Toward the Psychology of Being*, 3rd ed.; Original Work Published 1962; Wiley: New York, NY, USA, 1998.
38. Carson, S.H.; Peterson, J.B.; Higgins, D.M. Reliability, validity, and factor structure of the Creative Achievement Questionnaire. *Creat. Res. J.* **2005**, *17*, 37–50. [CrossRef]
39. Diener, E.; Emmons, R.A.; Larsen, R.J.; Griffin, S. The satisfaction with life scale. *J. Personal. Assess.* **1985**, *49*, 71–75. [CrossRef] [PubMed]
40. Kaufman, S.B. Self-Actualizing People in the 21st Century: Integration with Contemporary Theory and Research on Personality and Well-Being. *J. Humanist. Psychol.* **2023**, *63*, 51–83. [CrossRef]
41. DeYoung, C.G. Cybernetic Big Five theory. *J. Res. Personal.* **2015**, *56*, 33–58. [CrossRef]

42. Fleeson, W. Perspectives on the person: Rapid growth and opportunities for integration. In *The Oxford Handbook of Personality and Social Psychology*; Deaux, L., Snyder, M., Eds.; Oxford University Press: New York, NY, USA, 2012; pp. 33–63.
43. McAdams, D.P.; Pals, J.L. A new Big Five: Fundamental principles for an integrative science of personality. *Am. Psychol.* **2006**, *61*, 204–217. [CrossRef] [PubMed]
44. Sheldon, K.M.; Cheng, C.; Hilpert, J. Understanding well-being and optimal functioning: Applying the multilevel personality in context (MPIC) model. *Psychol. Inq.* **2011**, *22*, 1–16. [CrossRef]
45. Senge, P.M. *The Fifth Discipline: The Art and Practice of the Learning Organization*; Doubleday: New York, NY, USA, 1990.
46. Argyris, C.; Schon, D. *Organizational Learning: A Theory of Action Perspective*; Addison Wesley: Reading, MA, USA, 1978.
47. Bandura, A. *Self-Efficacy: The Exercise of Control*; W.H. Freeman: New York, NY, USA, 1997.
48. Snyder, C.R. Hope Theory: Rainbows in the mind. *Psychol. Inq.* **2002**, *13*, 249–275. [CrossRef]
49. Kelley, H.H. Attribution theory in social psychology. *Neb. Symp. Motiv.* **1967**, *15*, 192–238.
50. Schwandt, D.R.; Marquardt, M.J. *Organizational Learning: From World-Class Theories to Global Best Practices*; St Lucie Press: Boca Raton, FL, USA, 2000.
51. Fiol, C.M.; Lyles, M.A. Organizational learning. *Acad. Manag. Rev.* **1985**, *10*, 803–813. [CrossRef]
52. Yang, J. The impact of knowledge sharing on organizational learning and effectiveness. *J. Knowl. Manag.* **2007**, *11*, 83–90. [CrossRef]
53. Somaskandan, K.; Arulandu, S.; Parayitam, S. A moderated-mediation model of individual learning and commitment: Part I. *Learn. Organ.* **2022**, *29*, 341–356. [CrossRef]
54. Matloob, M.R.; Rizvi, S.T.H. Effects of Reciprocity on Knowledge Sharing Behavior: The Mediating Role of Organizational Commitment. In *New Challenges for Future Sustainability and Wellbeing*; Özen, E., Grima, S., Gonzi, R.D., Eds.; Emerald Studies in Finance, Insurance, and Risk Management; Emerald Publishing Limited: Leeds, UK, 2021; pp. 49–85. [CrossRef]
55. Mohd Rasdi, R.; Tangaraja, G. Knowledge-sharing behaviour in public service organisations: Determinants and the roles of affective commitment and normative commitment. *Eur. J. Train. Dev.* **2022**, *46*, 337–355. [CrossRef]
56. Sharif, S.; Albadry, O.M.; Durrani, M.K.; Shahbaz, M.H. Leadership, tacit and explicit knowledge sharing in Saudi Arabian non-profit organizations: The mediating role of organizational commitment. *Glob. Knowl. Mem. Commun.* **2023**. *ahead-of-print*. [CrossRef]
57. Singh, A. Work engagement, affective commitment, and career satisfaction: The mediating role of knowledge sharing in context of SIEs. *Benchmarking Int. J.* **2022**, *29*, 3302–3332. [CrossRef]
58. Naim, M.F.; Lenka, U. Linking knowledge sharing, competency development, and affective commitment: Evidence from Indian Gen Y employees. *J. Knowl. Manag.* **2017**, *21*, 885–906. [CrossRef]
59. Patwary, A.K.; Azam, N.R.A.N.; Ashraf, M.U.; Muhamed Yusoff, A.; Mehmood, W.; Rabiul, M.K. Examining employee performance through knowledge management practices, organisational commitment and capacity building in the Malaysian hotel industry. *Glob. Knowl. Mem. Commun.* **2023**. *ahead-of-print*. [CrossRef]
60. Thneibat, M.M. The impact of high commitment work practices on radical innovation: Innovative work behaviour and knowledge sharing as mediators. *Int. J. Product. Perform. Manag.* **2024**. *ahead-of-print*. [CrossRef]
61. Li, M.; Gao, F. Why Nonaka highlights tacit knowledge: A critical review. *J. Knowl. Manag.* **2003**, *7*, 6–14. [CrossRef]
62. Vorbeck, J.; Finke, I. Motivation and Competence for Knowledge Management. In *Knowledge Management: Best Practices in Europe*; Mertins, K., Heisig, P., Vorbeck, J., Eds.; Springer: New York, NY, USA, 2001; pp. 37–56.
63. Connelly, C.E.; Zweig, D.; Webster, J.; Trougakos, J.P. Knowledge hiding in organizations. *J. Organ. Behav.* **2012**, *33*, 64–88. [CrossRef]
64. Fan, J.; Huang, Y.; Yang, F.; Cheng, Y.; Yu, J. Psychological health status of Chinese university students: Based on Psychological Resilience Dynamic System Model. *Front. Public Health* **2024**, *12*, 1382217. [CrossRef]
65. Ardichvili, A.; Page, V.; Wentling, T. Motivation and barriers to participation in online knowledge-sharing communities of practice. *J. Knowl. Manag.* **2003**, *7*, 64–77. [CrossRef]
66. Bandura, A.; Barbaranelli, C.; Caprara, G.V.; Pastorelli, C. Self-efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. *Child Dev.* **2001**, *72*, 187–206. [CrossRef] [PubMed]
67. Goswami, A.K.; Agrawal, R.K. It's a knowledge centric world! Does ethical leadership promote knowledge sharing and knowledge creation? Psychological capital as mediator and shared goals as moderator. *J. Knowl. Manag.* **2023**, *27*, 584–612. [CrossRef]
68. Idris, A.M.; Manganaro, M. Relationships between psychological capital, job satisfaction, and organizational commitment in the Saudi oil and petrochemical industries. *J. Hum. Behav. Soc. Environ.* **2017**, *27*, 251–269. [CrossRef]
69. Huynh, T.N.; Hua, N.T.A. The relationship between task-oriented leadership style, psychological capital, job satisfaction and organizational commitment: Evidence from Vietnamese small and medium-sized enterprises. *J. Adv. Manag. Res.* **2020**, *17*, 583–604. [CrossRef]
70. Su, X.; Yang, Y.; Ren, Y.; Li, J.; Wang, Q. Mental Distress and Professional Commitment among Chinese Medical Postgraduate Students: A Moderated Mediation of Psychological Capital and the Supervisor-Postgraduate Relationship. *Psychol. Health Med.* **2023**, *28*, 2579–2595. [CrossRef] [PubMed]
71. Gong, Z.; Chen, Y.; Wang, Y. The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Front. Psychol.* **2019**, *10*, 2707. [CrossRef] [PubMed]

72. Tsaur, S.H.; Hsu, F.S.; Lin, H. Workplace fun and work engagement in tourism and hospitality: The role of psychological capital. *Int. J. Hosp. Manag.* **2019**, *81*, 131–140. [CrossRef]
73. Hmieleski, K.M.; Ensley, M.D. A contextual examination of new venture performance: Entrepreneur leadership behaviour, top management team heterogeneity and environmental dynamism. *J. Organ. Behav.* **2007**, *28*, 865–889. [CrossRef]
74. Barmola, K.C. Gender and Psychological Capital of adolescence. *Indian J. Appl. Res.* **2013**, *3*, 1–3. [CrossRef]
75. Rani, E.K.; Chaturvedula, S. Psychological Capital: Gender Differences and its Relationship with Job Involvement. *Def. Life Sci. J.* **2018**, *3*, 383–387. [CrossRef]
76. Shaver, P.; Buhrmester, D. Loneliness, sex-role orientation, and group life: A social needs perspective. In *Basic Group Processes*; Paulus, P., Ed.; Springer: New York, NY, USA, 1983; pp. 259–288.
77. Cross, S.E.; Madson, L. Models of the self: Self-construals and gender. *Psychol. Bull.* **1997**, *122*, 5–37. [CrossRef] [PubMed]
78. Caspi, A.; Chajut, E.; Saporta, K. Participation in class and in online discussions: Gender differences. *Comput. Educ.* **2008**, *50*, 718–724. [CrossRef]
79. Haselhuhn, M.P.; Kennedy, J.A.; Kray, L.J.; Zant, A.V.; Schweitzer, M.E. Gender differences in trust dynamics: Women trust more than men following a trust violation. *J. Exp. Soc. Psychol.* **2015**, *56*, 104–109. [CrossRef]
80. Kashdan, T.B.; Silvia, P.J. Curiosity and interest: The benefits of thriving on novelty and challenge. In *The Oxford Handbook of Positive Psychology*, 2nd ed.; Lopez, S.J., Snyder, C.R., Eds.; Oxford University Press: New York, NY, USA, 2009; pp. 367–375.
81. Lin, H.F. A stage model of knowledge management: An empirical investigation of process and effectiveness. *J. Inf. Sci.* **2007**, *33*, 643–659. [CrossRef]
82. Luthans, F.; Youssef-Morgan, C.M. Emerging positive organizational behavior. *J. Manag.* **2007**, *33*, 321–349. [CrossRef]
83. Anderson, J.C.; Gerbing, D.W. Structural equation modeling in practice: A review and recommended two-step approach. *Psychol. Bull.* **1988**, *103*, 411–423. [CrossRef]
84. Fornell, C.; Larcker, D.F. Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *J. Mark. Res.* **1981**, *18*, 39–50. [CrossRef]
85. Kock, N. Common method bias in PLS-SEM: A full collinearity assessment approach. *Int. J. e-Collab.* **2015**, *11*, 1–10. [CrossRef]
86. Hayes, A.F. *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach*; The Guilford Press: New York, NY, USA, 2018.
87. Ziyae, B.; Mobaraki, M.H.; Saeediyoun, M. The Effect of Psychological Capital on Innovation in Information Technology. *J. Glob. Entrep. Res.* **2015**, *5*, 8. [CrossRef]
88. Loghman, S.; Quinn, M.; Dawkins, S.; Woods, M.; Om Sharma, S.; Scott, J. A comprehensive meta-analyses of the nomological network of psychological capital (PsyCap). *J. Leadersh. Organ. Stud.* **2023**, *30*, 108–128. [CrossRef]
89. Podsakoff, P.M.; MacKenzie, S.B.; Podsakoff, N.P. Sources of method bias in social science research and recommendations on how to control it. *Annu. Rev. Psychol.* **2012**, *63*, 539–569. [CrossRef] [PubMed]
90. Holtom, B.; Baruch, Y.; Aguinis, H.; A Ballinger, G. Survey response rates: Trends and a validity assessment framework. *Hum. Relat.* **2022**, *75*, 1560–1584. [CrossRef]
91. Ribeiro, V.B.; Nakano, D.; Muniz, J., Jr.; Oliveira, R.B.D. Knowledge management and Industry 4.0: A critical analysis and future agenda. *Gestão Produção* **2022**, *29*, e5222. [CrossRef]
92. Garrido, S.; Muniz, J.; Ribeiro, V.B. Operations Management, Sustainability & Industry 5.0: A critical analysis and future agenda. *Clean. Logist. Supply Chain.* **2024**, *10*, 100141. [CrossRef]

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.