GLOBAL BUSINESS MANAGEMENT REVIEW
http://e-journal.uum.edu.my/index.php/gbmr

How to cite this article:
Karim, D. N., & Baset, M. A. (2024). The role of high-performance work practices and affective commitment in promoting knowledge sharing behavior in higher education institutions. *Global Business Management Review, 16*(2), 23-42. https://doi.org/10.32890/gbmr2024.16.2.2

THE ROLE OF HIGH-PERFORMANCE WORK PRACTICES AND AFFECTIVE COMMITMENT IN PROMOTING KNOWLEDGE SHARING BEHAVIOR IN HIGHER EDUCATION INSTITUTIONS

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Received: 12/04/2024 Revised: 18/09/2024 Accepted: 07/11//2024 Published: 30/12/2024

ABSTRACT

Although high-performance work practices (HPWPs) are well-known for promoting desired attitudes and behaviors among organizational members, the current literature has overlooked measuring the impact of HPWPs on knowledge sharing behavior (KSB) in the academic setting. Thus, considering the research gap and the pivotal role of knowledge sharing practices in academic institutions, this study aims to explore the aforesaid relationship in the realm of higher education institutions (HEIs) from the perspective of social exchange theory. Moreover, the study aims to explore affective commitment (AC) as a connector between HPWPs and KSB. The study amassed data conveniently using a structured questionnaire from 255 private university teachers serving in Bangladesh. The sample size was relatively small owing to limited access and the considerable time constraints of the respondents. The outcomes of SEM-PLS analysis revealed five HPWPs (i.e., selective staffing, training, performance appraisal, compensation, and participation) as successful predictors of both AC and KSB. Moreover, AC mediated the link between these five HPWPs and KSB, meaning that AC plays an important role in explaining how HPWPs influence KSB. However, clear job description did not significantly predict KSB either directly or indirectly through AC. This study introduces fresh insights into the concept of high-performance work system showing how its individual practices shape the willingness of academics to share knowledge directly and via AC. The study's findings imply that HEIs should incorporate HPWPs (e.g., attractive compensation, participative decision-making) into their people management systems to enhance faculty members' organizational commitment and knowledge sharing practices, thereby achieving long-term success and sustainability.

Keywords: affective commitment, higher education institutions. high-performance work practices, high-performance work system, knowledge sharing behavior, organizational commitment.

1.0 INTRODUCTION

As a vital component of knowledge management, knowledge sharing (KS) within an organization has gained much attention of the academicians and practitioners due to its key role in attaining and sustaining organizational success and competitive advantage (Li et al., 2017; Obrenovic et al., 2020). KS is crucial in developing and implementing knowledge management effectively and efficiently in an organization (Wang et al., 2014). It is evident that KS significantly contributes to knowledge creation, creativity, competency development, employee loyalty, innovation, team effectiveness, individual performance, organizational learning, and organizational performance (Alsharo et al., 2017; Park & Kim, 2018; Song et al., 2014; Swanson et al., 2020; Wang & Wang, 2012; Zhang et al., 2020). Certainly, KS is more important for higher education institutions (HEIs), as they are primarily responsible for creating and disseminating knowledge to students and society (Al-Kurdi, 2020). Since faculty members at HEIs play the key role in generating, using, and distributing knowledge through teaching and research, a greater level of KS among them is critical to the success of these institutions (Al-Kurdi et al., 2018). Creating a culture of KS among the academics is a prerequisite for developing a culture of collaborative research, learning, knowledge creation, innovation, and performance excellence in HEIs (Buckley, 2012; Tan, 2016). However, it seems that faculty members are reluctant and passive in sharing knowledge voluntarily with each other (Chalak et al., 2014; Ramayah et al., 2013; Santosh & Panda, 2016) due to the lack of recognition and rewards, absence of trust and open communication, personal attitude, unsupportive organizational environment and culture, etcetera (Muqadas et al., 2017; Santosh & Panda, 2016). For instance, in a study on HEIs in Iran, Chalak et al. (2014) explored that only 25% of the faculty members actively participate in KS with the colleagues, while the rest (75%) remains reluctant. Ranasinghe and Gamini (2008) discovered that 55.5% of the responses indicated a belief that there is a lack of a knowledge-sharing culture among Sri Lankan academics. In the context of higher education in Bangladesh, Islam et al. (2013) found that faculty members from both private and public universities showed a general lack of interest in sharing research and teaching resources. Therefore, HEIs need to devote special attention to the factors and mechanisms that can stimulate and expedite KS among their academics (Al-Kurdi et al., 2018; Chedid et al., 2022). In Bangladesh, HEIs have undergone a swift growth in the past three decades, starting the momentum with approval of private universities in 1992, leading to the establishment of a total of 54 public, 112 private, and 3 international universities (university grants commission of Bangladesh, 2023). There is a widely held belief that the quality of the country's higher education has steadily deteriorated over time, leading to a high rate of unemployment and reduced productivity and low research and innovation (Chowdhury et al. 2023). Fostering a knowledge-sharing culture within the country's higher education institutions (HEIs) can significantly impact the collaborative research efforts of academics, enhance academic excellence, and ultimately bolster the competitive edge of these institutes (Karim, 2023).

Literature shows that organizational practices, such as HRM practices can play a significant role in promoting employees' motivation toward knowledge sharing behavior (KSB) (Fong et al., 2011; Kim & Ko, 2014; Mustafa et al. 2016; Naeem et al., 2019). However, scholars have shifted their attention from traditional HRM practices (i.e., high command and control, low involvement, bureaucratic, straight-time pay), to high-performance work system (HPWS) (i.e., high commitment and involvement) over the last couple of decades (Kaufman, 2010), investigating how a set of HR practices have an integrated effect on an organization's outcomes (Rehmani et al., 2021). Generally, HPWS refers to "a group of internally coherent and consistent human resource (HR) practices that are designed to enhance employee competence, motivation and commitment" (Schreuder et al., 2020, p. 429). However, HPWS

has three-fold limitations: (i) significant divergences can be noted in the literature regarding the number and makeup of HPWS practices, creating difficulties in properly framing the HPWS construct for the purpose of analysis (Rehmani et al., 2021). For example, 89 HPWS practices were identified in a systematic review on 140 studies (Nadeem et al., 2018); (ii) failing to gauge how specific HRM practices affect an organization's outcomes restricts managerial implications on what to prioritize for advancing organizational performance (Ahmad et al., 2020); and (iii) there prevails an insufficient comprehension of the inherent connections between the practices of HPWS (Rehmani et al., 2021). Thus, our attention is directed towards the exploring the link between individual high-performance work practices (HPWPs) and KSB. Moreover, it appears that the mechanism linking HPWPs with employees' behavioral outcomes is still unsettled (Karadas & Karatepe, 2019). Hence, the study proposes affective commitment (AC) to resolve the black box in the HPWPs-KSB relationship. AC is a positive attitude towards the workplace, representing personal identification, involvement and emotional attachment with the employing organization (Grego-Planer, 2019; Liu et al., 2019). AC seems to be a successful linking mechanism between organizational factors and employees' other-oriented behavior (Ficapal-Cusí et al., 2020; Pattnaik & Sahoo, 2023).

Although there are a wealth of studies linking HRM practices and KSB in various settings (e.g., Fong et al., 2011; Iqbal et al., 2023; Le & Le, 2023; Naeem et al., 2019), a few studies have linked HPWS and KSB (e.g., Abbasi et al., 2021; Almadana et al., 2022; Escribá-Carda et al., 2023), focusing on integrated HPWS. Moreover, these studies mainly focused on non-academic sectors, such as the banking sector (Abbasi et al., 2021), financial companies (Almadana et al., 2022), and project-based firms (Bhatti et al., 2021), with the exception of only two studies (i.e., Escribá-Carda et al., 2023; Hassan & Din, 2019), which found a significant positive relationship between HPWS and KSB. However, no study has explored the connection between individual HPWPs and KSB within the purview of the academic environment. Thus, in analyzing the relation between HPWPs, AC, and KSB, this study seeks to fill several gaps in research: (i) the existing studies overlooking the association of specific HPWPs with KSB; (ii) measuring HPWPs–KSB linkage is overlooked in academic setting; and (iii) potential black-box between HPWPs and KSB is yet to be resolved; (iv) research on KS has mainly concentrated on business organizations, while overlooked education sector (Al-Kurdi et al., 2018; Asrar-ul-Haq & Anwar, 2016; Chedid et al., 2022). To address the gaps, the study employs social exchange theory (SET) (Blau, 1964) to elucidate how individual HPWPs, specifically those promoting ability, motivation, and opportunity, lead to higher AC and, consequently, greater engagement in knowledge sharing. The SET explains the relationships between individuals, as well as between individuals and organizations, in terms of reciprocity, or 'tit-for-tat,' where one party feels a sense of duty to reciprocate what they have received from the other party (Blau, 1964). Thus, positive treatment from an organization leads employees to reciprocate through positive attitudes and conduct (Karim et al., 2024). Accordingly, the SET indicates that HPWPs (e.g., attractive compensation) are likely to provide a positive signal to the employees that the organization prioritizes treating its employees in a positive manner and establishing a favorable work environment for their development, motivation and well-being, which in turn will induce them to reciprocate by exhibiting desired attitudes (e.g., AC) and behaviors including KSB (Karim & Majid, 2017; Riaz & Mahmood, 2017; Zhang et al., 2019). Thus, keeping above-mentioned research gaps and the importance of KSB in HEIs in mind, the study proposes and aims to study AC as a mediator between HPWPs and KSB of faculty members at private HEIs in Bangladesh. Based on the reciprocity norm of SET, the study assumes that HPWPs will trigger desired attitudes of the academics toward their organization (i.e., AC), which, in turn, will enhance their extra-role helping behavior (i.e., KSB).

2.0 LITERATURE REVIEW

2.1 High Performance Work Practices and Knowledge Sharing Behavior

HPWPs are commonly acknowledged to suffer from a lack of a widely accepted definition and a standard set of HRM practices that comprises it (Sun & Mamman, 2022; Zhang et al., 2013). Generally, HPWPs are made up of HRM activities that are intended to improve workers' skills, knowledge, dedication, and performance in order to turn them into a source of long-term competitive advantage (Fu et al., 2019). Based on literature review, Sun & Mamman (2022) identified a list of the most dominant HPWPs that include selective staffing, extensive training, employee participation, performance-based compensation, and job security. In the context of KS in knowledge-intensive firms, Michaelis et al. (2015) considered five HR activities (i.e., selective staffing, extensive training, participation, clear job description (CJD), and performance appraisal) as the elements of HPWPs. Many studies assessed HPWPs from the lens of AMO model (Appelbaum et al., 2000) which aimed at uplifting employees' ability, motivation and opportunity to participate in decision-making and contribute to the organization (Perdomo-Ortiz et al., 2021). Accordingly, we have chosen two ability-promoting HPWPs (selective staffing and training), three motivation-promoting HPWPs (compensation, performance appraisal, and CJD), and an opportunity-creating HPWPs (participation). Selective staffing involves employing rigorous process to choose ideal candidates for the vacant academic positions (Ari et al., 2020). Training, offered by the university, represents an ongoing provision of comprehensive training programs for the faculty members. A CDJ is an updated and detailed document that accurately outlines the duties and responsibilities of the faculty members, facilitating a comprehensive understanding of their tasks and fostering effective communication. Performance appraisal encompasses performance evaluation of faculty members using multiple raters and providing feedback for the enhancement of personal capabilities (Michaelis et al., 2015). Participation involves allowing and encouraging faculty members to actively participate in the decision-making activities. Compensation represents attractive remuneration package for the academic staff, being dependent on skill, experience, and performance (Takeuchi et al., 2007).

HPWPs is widely known as a determinant of employees' in-role and out-role behavior in the workplace (Aboramadan, 2022; Asante et al., 2022). Therefore, considering KS as an important out-role behavior, several studies have already discovered HPWS as a contributing factor to KSB (e.g., Abbasi et al., 2020; Almadana et al., 2022; Bhatti et al., 2021). KSB is usually defined as "an individual's behavior of sharing his/her job-relevant knowledge, either tacit or explicit, voluntarily with other members in the organization" (Karim & Majid, 2022, 362). According to Bhatti et al. (2021), HPWPs allow organizations to create a favorable work environment and a supportive culture where employees feel motivated to obtain, incorporate, and exchange knowledge. Generally, HPWPs covers the HR practices that gear up employees' motivation, abilities, and opportunities, which in turn help them to learn, acquire, and share knowledge with others (Abbasi et al., 2020).

The association between HPWPs and KSB can further be clarified by the SET, which is based on the assumption that individuals often feel a sense of duty to reciprocate towards those who have previously given them something (Blau, 1964). Hence, when an organization treats its staff in a positive manner, it is probable that the staff will respond by reciprocating with good conduct and vice versa (Karim & Rahman, 2022). Based on the premise of SET, Nadeem et al. (2019) argued that HPWPs can convey a positive message to employees that their employers prioritize their well-being, which in return stimulate

them to reciprocate in the form of increased personal efforts and engagement in extra-role behaviors (e.g., KSB).

In HPWPs, *selective staffing* ensures person-job fit & person-organization fit, thereby providing a favorable work environment to the employees (Karim, 2019). *Extensive training* enhances employees' leaning opportunity, socialization, and learning of knowledge, skills and abilities (Karim & Majid, 2017). A *CJD* promotes employees' clear understanding of their job requirements (Nassani et al., 2023), thereby creating a sense of clarity and purpose among employees. *Attractive compensation* promotes employees' quality of life, financial well-being and social status (Aguinis et al., 2013). *Participation* encourages and allows employees to take part in processes of decision-making (Wang et al., 2022) and promotes employees' feelings of organizational acceptance, insider status, and sense of belongingness (Karim & Majid, 2022). Effective *performance appraisal* stimulates employees by appreciating their efforts and correcting their mistakes (Nassani et al., 2023). Therefore, according to SET, it is assumed that HPWPs will provide a positive signal to academics through promoting their well-being, which will induce them to reciprocate desired behavior like KSB (Karim & Majid, 2017). Moreover, several studies also showed that KSB results from the HPWPs, such as selective staffing (Karim, 2019; Manafi & Subramaniam, 2015), CJD (Michaelis et al., 2015), training (Asrar-ul-Haq & Anwar, 2020), attractive compensation (Asrar-ul-Haq & Anwar, 2020), performance appraisal (Karim, 2019; Kim & Ko, 2014) and participation (Manafi & Subramaniam, 2015; Karim & Majid, 2022). Thus, we posit the following hypotheses:

H1: Selective staffing positively and significantly contributes to KSB
H2: Training positively and significantly contributes to KSB
H3: CJD positively and significantly contributes to KSB
H4: Compensation positively and significantly contributes to KSB
H5: Participation positively and significantly contributes to KSB
H6: Performance appraisal positively and significantly contributes to KSB

2.2 Mediating Role of AC

Being an important workplace attitude, AC acts as an intermediary between organizational variables and the behavior of employees, both within and outside their defined roles (Luu, 2018; Renkema et al., 2021; Ribeiro et al., 2022). Accordingly, HPWPs have the ability to mold the employee-organization relationship towards fostering a sense of AC and, by this means, having an impact on employee behaviors (Zhang et al., 2022) including KSB. According to the SET, when an organization offers HPWPs benefits for the welfare of its employees, they will feel obliged to reciprocate by displaying positive work attitudes and behaviors that align with the organization's objectives (Asante et al., 2023). HPWPs, such as fostering competence development and implementing effective reward structures, have the capacity to elicit positive sentiments among employees, including a sense of recognition and gratitude, as well as the fulfillment of esteem and affiliation needs, which results in the development of their AC with the organization (Andersén & Andersén, 2019). Moreover, earlier studies also confirmed a positive link between HPWS and AC (Fragoso et al., 2022; Hu et al., 2019; Para-González et al., 2019; Teo et al., 2020). For example, Teo et al. (2020) showed that HPWS incorporating selective staffing, extensive training, clear goals, compensation, and performance appraisal predicts AC. In particular, AC was found to be stimulated by individual HPWPs such as extensive training, CJD, and participation (Alqudah et al., 2022), selective staffing (Nasurdin et al., 2015), and compensation (Anvari et al., 2014). OC in turn encourages employees to meet their obligations with enthusiasm and perform

citizenship behavior with dedication, such KSB (Imamoglu et al., 2019). AC enables prosocial work environment, mutual trust, group identity, and mutual obligations, thereby contributing to their motivation to actively share knowledge with each other (Matzler et al., 2011). The association of AC with KSB is also discovered in several studies (Chaudhary et al., 2023; Karim, 2023; Lombardi et al., 2019; Matzler et al., 2011; Naeem et al., 2019). Thus, the study assumes the following:

H7: AC mediates between selective staffing and KSB.
H8: AC mediates between training and KSB.
H9: AC mediates between CJD and KSB.
H10: AC mediates between compensation and KSB.
H11: AC mediates between participation and KSB.
H12: AC mediates between performance appraisal and KSB.

Figure 1 shows the model of the proposed research.

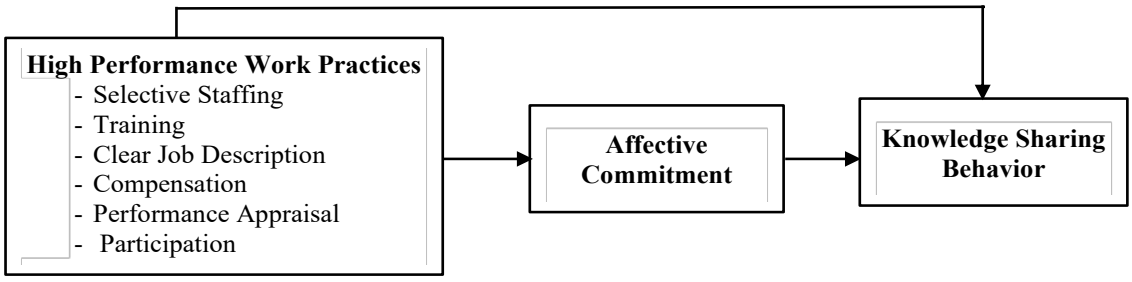

Figure 1. Research Model

3.0 METHODOLOGY

3.1 Participants and procedure

The research centered on academic staff working in the private HEIs of Bangladesh. For examining HRM policies and practices in the context of higher education, focusing on private universities rather than public universities is more suitable. The rationale is that HRM policies and practices in public universities are nearly identical and decided by government regulations, while private universities have more varied HR approaches which will have varied impact on the target variables (Karim, 2019). Thus, the study targeted private HEIs due to their considerable disparity in the quality of HRM practices, which may lead to varying effects on the attitudes and behaviors of academic staff, allowing for a better cause–effect analysis. The data were gathered from 15 private HEIs (10 are located in Dhaka city, 2 in Chattogram city, 2 in Sylhet city, and 1 in Nilphamari district) by conducting a self-administered survey within the timeframe of September to December 2022. Every survey package contained an accompanying message outlining the primary intent of the study, relevant instructions, and a plea for survey participation within a four-week timeframe. Respondents were assured of their confidentiality and privacy, and they were also informed about the research's underlying goal. With the help of a research assistant, former colleagues, and known academics employing the Drop-off and Pick-up Method, a total of 600 questionnaires were distributed to full-time faculty members employed in 20 private HEIs. Out of the distributed questionnaires, 269 were collected, and from these, 255 were considered valid, accounting for an 42.50% valid response rate. Due to the small sample size, the study

planned to analyze the data using PLS-SEM, which can produce robust results with as few as 100 to 200 samples (Vuong, 2023). The PLS-SEM assessment can provide enough statistical soundness even with just 100 observations (Guenther et al., 2023), suggesting that a sample size of 255 is adequate to generate statistical power. Among them 129 individuals (comprising 50.6%) were identified as male, while 126 individuals (making up 49.4%) were recognized as female. The majority of individuals indicated a marital status of 'married' (78.8%), while the remaining respondents reported being unmarried. The age distribution included four ranges: up to 30 years (113 individuals or 44.3 %), 31 to 40 years (103 individuals or 40.4%), 41 to 50 years (31 individuals or 12.2%), and above 50 years (8 individuals or 3.1%). In terms of educational attainment, majority had master's degree (74.9%), followed by individuals with PhD (20.8%), MPhil (3.5%) and Honor's degree (0.8%). Regarding their tenure, employment durations were dominated by the experience category of 1 to 5 years (48.6%), followed by other categories: 6 to 10 years (24.7%), 11 to 15 years (11.0%), 16 to 20 years (11.4), and 21 years and more (4.3%). Finally, respondents comprised of lecturers (55.3%), assistant professors (33.7%), associate professors (7.1%), and professors (3.9%).

3.2 Measures

The conceptual model includes eight constructs: six HPWPs (selective staffing, extensive training, compensation, participation, CJD, and performance appraisal), AC, and KSB. The evaluation of HPWPs included instruments of selective staffing (3 items), training (3 items), CJD (3 items), participation (4 items), performance appraisal (3 items) adopted from Michaelis et al. (2015) with alpha values ranging from 0.71 and 0.86; and compensation (4 items) derived from Takeuchi et al. (2007). The measurement scale of KSB with alpha value of 0.79 were adapted from Huang (2009). The investigation utilized the 8-item AC Scale with alpha value of 0.87 devised by Allen and Meyer (1990), which has already been validated in various higher education studies (e.g., Alniacik et al., 2011; Maryam et al., 2022; Nagalingam et al., 2019). The study employed a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5).

3.3 Common Method Variance

Common Method Variance (CMV) is a type of bias that occurs when data is gathered using the same source or methodology, resulting in misleading correlations (either increased or decreased) between variables (kaltsonoudi et al., 2022). Thus, controlling CMV through preventive measures and detecting it are essential for ensuring unbiased results in the association of variables. We followed the guidance provided by Podsakoff et al. (2003) to mitigate the potential impact of CMV when gathering data for both endogenous and exogenous variables from the same source concurrently. Regarding procedural measures during data collection, we assured participants of the anonymity of their responses and emphasized that there were no definitive right or wrong answers. We encouraged them to respond truthfully, minimizing the influence of social desirability bias. In terms of statistical approaches, we executed Harman's single-factor test, which accounted for 33.29% of the variance, affirming that CMV was not a substantial concern in our study. Moreover, In Table 4, the highest VIF value recorded is 2.39, which remains below the 3.3 threshold (Knock, 2015), indicating no presence of CMV in the data.

4.0 RESULTS

4.1 Descriptive Statistics

As shown in Table 1, the mean values for the constructs fell within the range of both moderate and moderate to high levels, indicating that faculty members perceived a moderate level of HPWPs and AC, while KSB was perceived as moderate to high level. Pearson correlations indicated significant moderate correlations between HPWPs and KSB (r = 0.549** to 0.398**) except a low correlation between CJD and KSB (r = 0.267**). Moreover, moderately positive correlations were identified between HPWPs and AC (r = 0.599** to 0.426**) with the except of CJD–KSB relation. Finally, AC had high correlation with KSB (0.685**).

Table 1.

Descriptive statistics and correlation matrix for the constructs

SL	Latent Variables	Mean	S. D.	1	2	3	4	5	6	7	8
1.	SS	3.541	0.672	-							
2.	TR	3.495	0.599	.302**							
3.	CJD	3.433	0.551	.223**	.226**						
4.	COM	3.549	0.634	.250**	.416**	.253**					
5.	PAR	3.448	0.603	.135*	.274**	.224**	.416**				
6.	PA	3.663	0.593	.173**	.417**	.201**	.381**	.263**			
7.	AC	3.668	0.505	.426**	.540**	.296**	.599**	.465**	.461**		
8.	KSB	3.772	0.607	.398**	.537**	.267**	.549**	.475**	.509**	.685**	-

Note: AC=Affective commitment, CJD=clear job description, COM=compensation, KSB=knowledge sharing behavior, PA=performance appraisal, PAR=participation, SS=selective staffing, TN=training, and KSB= knowledge sharing behavior, S.D = standard deviation; KSB = knowledge sharing behavior; * and ** denote significance of the correlations at 5% and 1% (2-tailed).

4.2 Measurement Model

The evaluation of both the measurement and structural models was conducted using PLS-SEM (version SmartPLS 3.3.9). This analysis software allows the estimation of complex models with multiple constructs and structural paths, without requiring normal data distribution or a large dataset (Hair et al., 2019). To begin with reflective measures, the measurement model was subjected to analysis in order to evaluate the reliability (i.e., indicator and internal consistency) and validity (i.e., convergent and discriminant) of the data. Subsequent to this, the structural model was employed to scrutinize the proposed hypotheses. As shown in Table 2 and Figure 2, with the exception of two items (AC5 = 0.648 & AC6 =0.547), all loadings surpassed 0.70 to fulfil indicator reliability. We kept these two items for analysis, since loadings of these two items as well as AVE of the corresponding construct are ≥0.50. According to Hair et al. (2017), an item with poor loading (i.e., 0.40) must be deleted; however, an item with loading between ≥0.40 and 0.70 should be kept if corresponding AVE is above the threshold (i.e., ≥0.50). Since the corresponding construct (i.e., affective commitment) of AC5 and AC6 has AVE above 0.50, these items were retained for the study. The values of composite reliability, ρA, and Cronbach's α exceeded 0.70 but remained below 0.95, assuring reliable internal consistency of the constructs (Ringle et al., 2020). All AVEs are above 0.50 for the convergent validity. Finally, HTMT.85 criterion is fulfilled for discriminant validity, as seen in Table 3.

Table 2.

Measurement model

Constructs	Items	SL	α	rho_A	CR	AVE	VIFs
Selective Staffing	SS1	0.894	0.884	0.901	0.928	0.811	
	SS2	0.911					
	SS3	0.897					
Training	TN1	0.807	0.730	0.732	0.847	0.648	
	TN2	0.813					
	TN3	0.796					
Clear Job Description	CJD1	0.760	0.709	0.738	0.835	0.628	
	CJD2	0.773					
	CJD3	0.841					
Compensation	COM1	0.727	0.819	0.838	0.880	0.648	
	COM2	0.860					
	COM3	0.782					
	COM4	0.844					
Participation	PAR1	0.783	0.773	0.777	0.855	0.596	
	PAR2	0.760					
	PAR3	0.826					
	PAR4	0.713					
Performance Appraisal	PA1	0.814	0.758	0.761	0.861	0.673	
	PA2	0.835					
	PA3	0.813					
Affective Commitment	AC1	0.713	0.858	0.862	0.890	0.506	
	AC2	0.706					
	AC3	0.790					
	AC4	0.762					
	AC5	0.648					
	AC6	0.547					
	AC7	0.773					
	AC8	0.724					
Knowledge Sharing Behavior	KSB1	0.801	0.865	0.866	0.903	0.650	
	KSB2	0.838					
	KSB3	0.782					
	KSB4	0.822					
	KSB5	0.786					

Note: SL=standard loading; **α**=alpha values; rho_A=Dijkstra-Henseler's rho; CR=composite reliability; AVE=average variances extracted.

Table 3.

Heterotrait-Monotrait ratio (HTMT)

Constructs	AC	CJD	COM	KSB	PA	PAR	SS	TN
AC	-							
CJD	0.382							
COM	0.713	0.331						
KSB	0.798	0.341	0.653					
PA	0.570	0.273	0.479	0.630				
PAR	0.574	0.303	0.523	0.581	0.343			
SS	0.494	0.281	0.292	0.455	0.213	0.164		
TN	0.686	0.313	0.536	0.676	0.560	0.366	0.374	-

Note: AC=Affective commitment, CJD=clear job description, COM=compensation, KSB=knowledge sharing behavior, PA=performance appraisal, PAR=participation, SS=selective staffing, TN=training, and KSB= knowledge sharing behavior.

4.3 Structural Model

After validating the measurement model, the structural model was examined with the help of collinearity assessment, coefficient of determination (R^2), path coefficients (β values), effect size (f^2), and predictive relevance (Q^2) using 10,000 bootstraps to verify the hypothesized relationships. At first, the constructs' VIF values (see Table 4) were computed and found to be below 3.0 (Hair et al., 2020), indicating the absence of collinearity issues. Then, as shown in Table 5, the path coefficients revealed that HPWPs, such as selective staffing (β = 0.137, p < 0.01), training (β = 0.157, p < 0.01), compensation (β = 0.128, p < 0.01), participation (β = 0.169, p < 0.001), and performance appraisal (β = 0.190, p < 0.001) were significant determinants of KSB, thereby supporting H1, H2, H4, H5, H6. However, CJD couldn't be a significant predictor of KSB, thereby failing to support H3. CJD–AC relation has been proven to be insignificant, leading to the rejection of H9. In mediation analysis, AC successfully mediated the link of selective staffing (β = 0.066, p < 0.01), training (β = 0.066, p < 0.001), compensation (β = 0.095, p < 0.001), participation (β = 0.061, p < 0.001), and performance appraisal (β = 0.046, p < 0.01) with KSB. Thus, H7, H8, H9, H10, H11 were accepted. However, H12 was rejected, as CJD–AC–KSB link was found to be insignificant.

Table 4.

Inner VIF Values

Constructs	AC	KSB
AC	-	2.389
CJD	1.143	1.150
COM	1.479	1.710
KSB	-	-
PA	1.318	1.371
PAR	1.253	1.348
SS	1.160	1.272
TN	1.415	1.527

Note: AC=Affective commitment, CJD=clear job description, COM=compensation, KSB=knowledge sharing behavior, PA=performance appraisal, PAR=participation, SS=selective staffing, TN=training, and KSB= knowledge sharing behavior.

The present study's R^2 values for AC and KSB were 0.581 and 0.597 respectively, suggesting moderate level of in-sample predictive capacity (Ringle et al., 2020). The R^2 outcomes suggest that 58.1% of variance in AC is elucidated by the HPWPs and 59.7% of variance in KSB can be explained by the HPWPs along with KSB. As shown in Table 5, the effect sizes (f^2) were small for significant direct hypotheses (Cohen, 1988). With regards to predictive significance (Q^2) as calculated by the blindfolding procedure, the findings demonstrated a score of 0.375 for KSB and 0.282 for AC, exceeding zero and thereby confirming the predictive importance of the structural model.

Table 5.

Outcomes of the structural model

Hs	Paths	β	SE	T values	P values	f^2	Q^2	BCCI LL	BCCI UL	Sup.
H1	SS→KSB	0.137	0.052	2.614	0.004**	0.04	0.375	0.052	0.225	No
H2	TR→KSB	0.152	0.059	2.570	0.005**	0.04		0.048	0.243	Yes
H3	CJD→KSB	-0.005	0.043	0.107	0.458	0.00		-0.077	0.064	No
H4	COM→KSB	0.128	0.049	2.608	0.005**	0.02		0.050	0.211	Yes
H5	PAR→KSB	0.169	0.051	3.337	0.000***	0.05		0.087	0.253	Yes
H6	PA→KSB	0.190	0.056	3.430	0.000***	0.07		0.103	0.286	Yes
-	SS→AC	0.217	0.050	4.345	0.000	0.10	0.282	0.138	0.301	-
-	TR→AC	0.216	0.054	3.983	0.000	0.08		0.124	0.302	-
-	CJD→AC	0.053	0.042	1.259	0.104	0.01		-0.021	0.119	-
-	COM→AC	0.311	0.056	5.517	0.000	0.16		0.218	0.402	-
-	PAR→AC	0.200	0.045	4.414	0.000	0.08		0.126	0.275	-
-	PA→AC	0.150	0.056	2.652	0.004	0.04		0.058	0.241	-
-	AC→KSB	0.305	0.064	4.746	0.000	0.10		0.204	0.414	-
H7	SS→AC→KSB	0.066	0.023	2.922	0.002**	-		0.035	0.111	Yes
H8	TR→AC→KSB	0.066	0.020	3.299	0.000***	-		0.039	0.106	Yes
H9	CJD→AC→KSB	0.016	0.013	1.235	0.108	-		-0.004	0.039	No
H10	COM→AC→KSB	0.095	0.028	3.419	0.000***	-		0.055	0.149	Yes
H11	PAR→AC→KSB	0.061	0.020	3.031	0.001***	-		0.034	0.101	Yes
H12	PA→AC→KSB	0.046	0.019	2.432	0.008**	-		0.020	0.082	Yes

Note: *p<0.05, **p<0.01, ***p<0.001(one-tailed test) based on 10,000 bootstrapping. AC=Affective commitment, CJD=clear job description, COM=compensation, KSB=knowledge sharing behavior, PA=performance appraisal, PAR=participation, SS=selective staffing, TN=training, and KSB= knowledge sharing behavior, BCCI=bias-corrected confidence intervals, Sup.=supported.

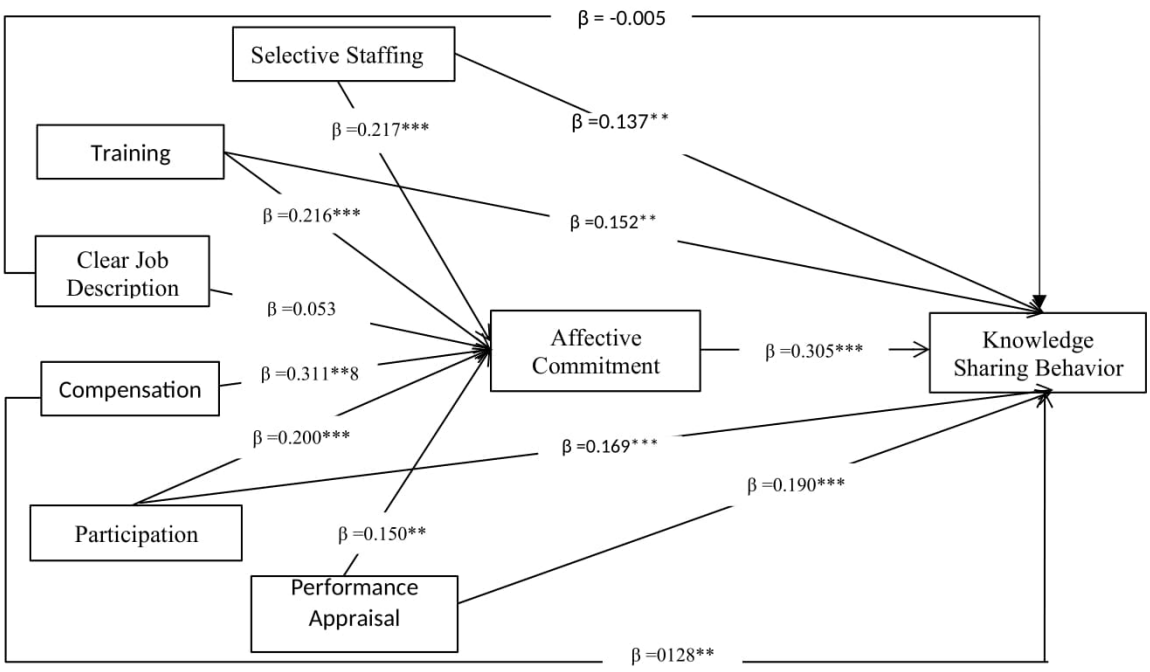

Figure 2. Measurement Model

5.0 DISCUSSION

The objective of this research was to investigate whether and how academics' KSB is influenced by six carefully chosen HPWPs in HEIs. The study also examined AC as a linking mechanism between HPWPs and KSB. The statistical examination indicates that all of the chosen HPWPs, except for CJD, are positively connected to KSB. The outcomes align with earlier studies that discovered a positive link of selective staffing (Karim, 2019; Manafi & Subramaniam, 2015), compensation (Asrar-ul-Haq & Anwar, 2020), performance appraisal (Karim, 2019; Kim & Ko, 2014), participation (Karim & Majid, 2022), and training (Asrar-ul-Haq & Anwar, 2020) with KSB. Moreover, AC successfully mediates the link of five HPWPs (i.e., compensation, selective staffing, training, performance appraisal, participation) with KSB. The study's results revealed several HPWPs as essential tools that universities can employ to encourage positive knowledge behaviors among their academics directly and indirectly through AC. In the context of direct linkage of HPWPs with KSB, the study's findings align with prior studies that revealed significant positive impact of staffing (Karim, 2019; Manafi & Subramaniam, 2015), training (Asrar-ul-Haq & Anwar, 2020), compensation (Asrar-ul-Haq & Anwar, 2020), participation (Manafi & Subramaniam, 2015; Karim & Majid, 2022), and performance appraisal (Kim & Ko, 2014) on KSB in various contexts. The findings indicate that hiring right with right knowledge, skills and abilities may ensure that faculty members will have adequate capability for sharing knowledge. Moreover, hiring people aligned with the organization's values will help establish a congenial atmosphere for knowledge exchange. Extensive training seems to improve knowledge base, interaction, and interpersonal relationships for knowledge exchange. Attractive compensation appears to stimulate desired behavior like KSB by enhancing financial well-being, quality of life, and positive mindset towards the job and organization. Performance appraisal with appropriate feedback can recognize desired efforts and behaviors, improve the sense of fairness and motivation, and inspire the desire for extra-role behaviors like KSB. Participation in decision-making serves as both a mechanism and a motivational tool for sharing and exchanging ideas and thoughts. However, the findings of an insignificant relationship and low correlation between CJD and KSB ($r = 0.267^{**}$) contradict with the argument of Michaelis et al. (2015) and Foss et al. (2010) that job description can be a predictor of KSB. A plausible explanation for the insignificant association between CJD and KSB might be that the job description didn't include knowledge sharing activities as the part of an academic's job responsibilities. A simple clear job description may not be an effective instrument for stimulating the knowledge-sharing behavior (KSB) of academics. Thus, incorporating knowledge-sharing into each job's responsibilities and evaluating it during performance reviews can encourage knowledge-sharing behavior (Jenus, 2026). Discovering AC as a mediating mechanism between HPWPs and KSB supports the view of SET that HPWPs promote an exchange relationship between employees and the organization, elevating a strong sense of attachment with their institution (e.g., AC) and thereby encouraging desired behaviors such as KSB.

5.1 Theoretical and Practical Contribution

The research has offered multiple valuable insights and advancements. First, only few studies unlocked HPWS-KSB link in other settings ignoring academic arena. Thus, by unlocking HPWS-KSB link in HEIs, the present study contributes to the literature of HPWS as well as knowledge management. Second, there are a plethora of studies on measuring integrated effect of HPWS, overlooking the assessment of the role of individual HPWPs on organizational outcomes. Thus, the study contributes to the study of HPWS by measuring the effect of individual HPWPs on academics' attitude and behavior.

Third, the study unlocked the black-box between HPWPs and KSB. Moreover, the study contributes to SET by displaying how HPWPs promote effective exchange relationship between HEIs and faculty members.

From practical perspective, HEIs should devote concerted effort to incorporate HPWPs in managing their academic staff in order to promote their attachment and devotion to the institutes and stimulate other-oriented behavior like KSB. For example, HEIs should develop and design selective staffing for hiring people with right mix of skills, abilities and knowledge. By doing so, HEIs can promote person-job fit and person-organization fit and boost up supportive work environment, mutuality and exchange relationship (Rubel et al., 2021), thereby stimulating knowledge exchange practices. Attractive and performance-based compensation can assist HEIs to foster motivation and dedication to actively participate in sharing and generating new knowledge (Gope et al., 2018). According to Abbasi et al. (2021), an attractive compensation system serves as a means of fostering both intrinsic and extrinsic motivation in order to encourage desired actions, which encompass activities like sharing knowledge. HEIs should use extensive training to promote skills and abilities of our academics for sharing knowledge with others. Moreover, training can create a favorable work environment for the knowledge exchange through promoting interaction, interpersonal relationship, and socialization (Karim, 2019). The use of fair and 360^0 performance evaluation by HEIs can encourage faculty members to enhance their understanding of their roles and will spur them to openly communicate their problems and challenges to peers and devise novel solutions, thereby cultivating the acquisition and sharing of knowledge within the workplace (Abbasi et al., 2021). Finally, HEIs should stimulate open communication and participation of the academics in decision-making to encourage expressing and sharing of their ideas, thoughts, and expertise with each other. Moreover, this may lead to heightened sense of ownership, increased organizational authority, and stronger attachment to the organization and thus foster a culture of selflessness and facilitates the sharing of knowledge (Karim, 2019). Moreover, these HPWPs can successfully enhance the bond between the faculty members and their institutes. In short, HPWPs can help HEIs develop a supportive work climate which tends to induce their faculty members to reciprocate with desired attitudes (e.g., AC) and behavior (e.g., KSB).

5.2 Limitations and Scope for Future Studies

While this research makes significant contributions, it's important to consider the results within the context of the inherent study limitations. A non-probabilistic sampling approach, cross-sectional research design, self-response, a single country study, and a small sample size may limit generalizability, but promote avenues for future research. Longitudinal studies across the countries with large sample size could be a good research agenda for identifying a set of HPWPs to be suitable for HEIs and testing applicability of the current findings to a wider context. The future studies should include teamwork, fairness practices, job autonomy, career/promotion opportunity, and job security in the net of HPWPs. Moreover, other attitudes (e.g., work engagement, job satisfaction) and work motivation (e.g., autonomous motivation, intrinsic and extrinsic motivation) should be studied as linking mechanism in the research framework.

6.0 CONCLUSION

The results of the research indicated that HPWPs (i.e., selective staffing, compensation, participation, training, and performance appraisal) play important roles in inspiring KSB of the academics in HEIs. In mediation analysis, AC successfully links these HPWPs with KSB. Accordingly, HEIs should design their people's management approach with these HPWPs in order to boot up organizational attachment and exchange of knowledge and expertise among their faculty members. A valid and reliable hiring process will lead to appointing skilled, knowledgeable, and culturally-suitable faculty members. Extensive training and development programs will help HEIs enhance faculty members' knowledge and abilities in teaching, research, and administrative works. Talent-based attractive reward programs will enhance motivation and commitment level of them. Fair performance appraisal with timely and constructive feedback is likely to improve their capability, sense of justice, and motivation. A greater level of participation in academic and administrative decisions will improve their sense of authority, belongingness, and motivation. Altogether, these HPWPs will stimulate a sense of motivation and commitment toward the organization and encourage extra-role behaviors like KSB. This could lead to HEIs achieving a competitive advantage and maintaining sustainability.

7.0 ACKNOWLEDGEMENT

This research received a grant from the University Grants Commission of Bangladesh.

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