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Self-Learning and Self-Satisfaction:
Exploring the Relationship Through Knowledge-Sharing Behaviour

Vibha Mahajan, Shri Mata Vaishno Devi University, India
Jyoti Sharma, Shri Mata Vaishno Devi University, India

ABSTRACT

The awareness towards organizational advantage through knowledge sharing among individuals has gained its significance globally. Numerous illustrations in the field of knowledge sharing behaviour indicate that in order to achieve the benefits of sharing knowledge within organizations, it is essential to understand the perceptions of individuals towards knowledge sharing behaviour. For this purpose, the middle management employees of the service sector in J&K region of India were surveyed to elicit the relationship between knowledge-sharing behaviour, self-learning through knowledge sharing, and self-satisfaction with respect to learning through knowledge sharing. The end results of the study indicate a positive relationship between all the variables. Recommendations in the present study have been made to enhance knowledge sharing among individuals of the service sector. This study contributes to the knowledge sharing behaviour literature from the individual perspective.

KEYWORDS

Factor Analysis, Knowledge Sharing Behaviour, Self-Learning, Self-Satisfaction, Structural Equation Modeling

INTRODUCTION

In the era of globalization, the relentlessness of the competition has increased enormously. Various challenges such as uncertainty and continuous changes in the society, has directed sharing of knowledge among individuals as the new cornerstone in the domain of knowledge management (Fullwood, Rowley, & McLean, 2019; Muhammed, Doll & Deng, 2009; Lichtenstein & Hunter, 2006). Knowledge sharing among individuals help organizations to meet various challenges posed by the changing business environment which may otherwise defunct the existing assets of the organization (Grant, 1996; Spender, 1996). Lack of knowledge sharing among individuals not only hinders the production of new knowledge within organizations but also affects the overall learning of the individuals, thereby causing abrasion of the existing organizational assets (Shin, Picken & Dess, 2017; Pangil & Nasrudin, 2008). Therefore, viewing the need for existence, organizations are adapting various measures to preserve their important knowledge resources and keep themselves over and above their competitors (Kasim, 2015). In consequence, knowledge sharing practices among organizational members has been identified as the best way to manage knowledge assets of the organizations (Blankenship & Ruona, 2009). The underlying reason for this may be due to its increased importance in the explanation of various advantages of knowledge sharing (Donate & Guadamillas 2015; Yang, 2007; Dixon, 2000) for both individuals as well as organizations.

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The advantages for individuals can be noted as improvement in an individual's work performance (Akram & Bokhari, 2011), an innovative work behaviour (Yu, Yu & Yu, 2013) and for organizations these advantages can be recognized as improved performance (Tseng & Lee, 2014; Hsu, 2008); improved productivity (Noman & Fouad, 2014); improve organizational effectiveness (Jennex & Olfman, 2005, 2006) and improvement in innovation capability (Yesil & Dereli, 2013) etc. Considering knowledge as an asset that is stored in the minds of the employees (Titi-Amayah, 2013) it becomes important to understand the effect of knowledge sharing behaviour on an individual's learning and their satisfaction so that the organizations can be benefitted from this important resource. Further, it has also been viewed that there is abundant literature on knowledge sharing behaviour, but very few studies have explored knowledge sharing behaviour from the point of view of an individual specifically with respect to their self-perception regarding learning and satisfaction derived from sharing knowledge with each other. This limited focus poses serious questions to the completeness of the theory and narrates the urgent need of the research work to focus on it. Therefore, the focal point of the present research is to answer two questions, first is: whether there exist a relation between knowledge sharing and self-learning and secondly: is there any relation between self-learning through knowledge sharing and self-satisfaction of individuals.

Theoretical Framework

The pertinent literature has been reviewed under two broad categories: knowledge sharing behaviour concept and relationship between knowledge sharing, self-learning and self-satisfaction

Knowledge Sharing Behaviour Concept

The present economy has been identified as the knowledge based economy, where individual's knowledge is considered as the most significant organizational asset (Alsuraihi, Yaghi & Nassuora, 2016) because of its non-imitable characteristics. To gain benefits of this important resource, organizations need to manage it properly. For this reason, sharing of knowledge has been considered as a foundation towards management of organizational knowledge and an asset towards achieving competitive advantage (Hoq & Akter, 2012; Sohail & Daud, 2009). Additionally, knowledge sharing behaviour among individuals plays a significant role in improving their performance (Akram & Bokhari, 2011) and innovation capabilities (Leonard-Barton, 1995; Brown & Eisenhardt, 1995) etc. Considering this, practitioners have shared the belief that research on knowledge sharing among individuals should be explored further, because such analysis will not help to scrutinize this new concept (Spiegler, 2000) but can also deepen our understanding regarding knowledge sharing behaviour construct as a whole (Begoña Lloria, 2008). Looking at this, many researchers at different points of time have made attempts to conceptualize the knowledge sharing behaviour term. In this regard, knowledge sharing in general has been identified as a process of sharing both experiences and work related documents among individuals, groups or units and organizations (Khalil & Shea, 2012). Further an understanding regarding the concept of knowledge and knowledge classification is important because theoretical developments in the area of knowledge management are influenced by the distinction between the different types of knowledge (Alavi & Leidner, 2001). In this regard, literature related to the taxonomies of knowledge has revealed that classification of knowledge fall into two basic categories, namely, tacit knowledge and explicit knowledge (Dhanaraj, Lyles, Steensma & Tihanyi, 2004; Nonaka, 1994). Explicit knowledge is knowledge that can be formalized, documented, archived, codified, and can easily be communicated or transferred between individuals. This includes theoretical approaches, manuals, databases, plans, business documents, guidelines, process models etc. Tacit knowledge, in contrast, is deeply rooted in individual's actions, experiences, ideals, values and is far more difficult to write down or formalize (Nonaka & Takeuchi, 1995). In addition, explicit and tacit knowledge have different economic values: explicit knowledge is considered relatively less expensive because it is impersonal and easy to transfer to other employees by technology. By contrast, tacit knowledge is considered to be more expensive and valuable because it is concerned

with shared activities, observation of behaviour, and direct contact, which are associated with more complex ways to interact and acquire knowledge from co-workers; thus, employees are reluctant to transfer this precious commodity with no return (Reychav & Weisberg, 2010; Ipe, 1998). While several studies have focused on tacit knowledge (Mayfield, 2010; Holste & Fields, 2010) others have considered knowledge in only explicit form (Lee, 2001). Acknowledging this, although the study into the knowledge sharing behaviour among individuals has been found to be started for more than two decades, yet it is believed to be an aspect that requires continuous inspection as there is inadequate research in some areas such as learning and satisfaction.

Relationship Between Knowledge Sharing, Self-Learning and Self-Satisfaction

Learning pertains to the sustained inheritance and development of knowledge as a consequence of individual's interaction with his/her environment (Gerpot, Lehmann-Willenbrock & Voelpel, 2017; DeSimone & Werner, 2012; Kostopoulos & Bozionelos, 2011). More specifically, individuals involve themselves in a vigorous practice of relating knowledge to their earlier experiences and ingest this knowledge, rather than just parasitically adopting it. This concept is well understood in constructivist learning research (Yeo & Gold, 2011; Arib & Hess, 1986) and is proving to be gradually more applicable, since the complexity of work has increased to a great extent. Consequently, leaving the old notions, today many individuals believe that they can perform their jobs in a better way by acquiring and analyzing their knowledge at dynamic work situations (Parker, 2014). This change in the mindset of the individuals can be seen in a way people are participating in various programmes organised by their organizations. Individuals interact more and more in comparison to the previous times, where they expected to do a job without grasping any new knowledge in order to perform their jobs efficiently (Bell, Tannenbaum, Ford, Noe & Kraiger, 2017). Learning that occurs through interaction is called as bi-directional knowledge construction (Gerpot et al. 2017) and is generally dependent on sharing of information so that it is beneficial to everyone involved in the knowledge sharing process (Handley et al. 2006). Additionally, continuous learning has been regarded as crucial for organizations long-term success (Liedtka, 1999). Therefore, perceiving that knowledge sharing among individuals a pre-condition for learning to happen (Matzler & Mueller, 2011; Senge, 2006), numerous studies have been carried out to explore the relationship between knowledge sharing and organizational learning (Yang, 2007; Dixon, 2000). Based on the findings of these studies, some researchers coined an inseparable connection between organizational learning and knowledge sharing (Spinello, 2000). In addition, the new approaches to learning adopted by organizations presently are consistent to knowledge sharing among individuals (Majjid & Wey, 2009). Further, expanding research on learning variable helps to understand the fact that organizational learning is an outcome of individual learning and therefore, to understand organizational learning, a prior understanding of individual learning is of utmost importance (Kim, 1993). Moreover, Sussman and Siegal (2003) in their study highlighted that effective sharing of knowledge is only possible when knowledge shared is being learned by the recipient of knowledge. This narrow downs the importance of individual learning in a knowledge sharing process (Srisamran & Ractham, 2020). The review of literature has made it evident that knowledge sharing behaviour has been studied on a vast scale by the researchers considering various aspects. However, studies related to self-learning of individuals and knowledge sharing has not been paid much attention.

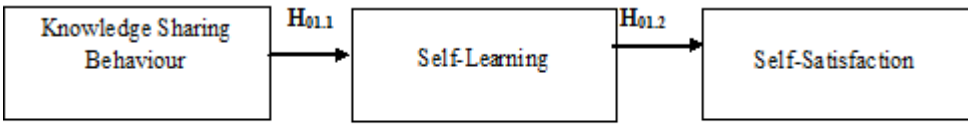
On the similar lines, individual satisfaction though a very old concept, yet it has become an important component in the overall success of the organizations (Shravasti & Bhola, 2015). Hence, treating employees as valuable assets leads to an increase in productivity (Marcson, 1960) and overall organizational performance. Although researchers have identified numerous factors to improve the satisfaction of employees, however, individual learning (Alqurashi, 2018; Zimmerman, 2002; Schunk, 1983) has gained wide acceptance. More particularly, decrease in self-satisfaction of individuals subverts their efforts to learn (Zimmerman & Bandura, 1994). In this regard, relationship between satisfaction and learning with respect to knowledge sharing has been a key area of interest for few

researchers. For example, researchers such as Nguyen, Nham, Froese, and Malik (2019); Salancik and Pfeffer (1977) and He and Wei (2009) have poised satisfaction as one of the major antecedents of knowledge sharing, thereby indicating that individuals, who perceive that they are happy and derive pleasure after sharing their knowledge, tends to engage more into knowledge sharing activities. Besides, individual satisfaction in terms of job satisfaction has also been an area of interest for many researchers where they argued that knowledge sharing among individual's leads to improvement in job satisfaction of individuals (Tong, Tak & Wong, 2013). Additionally, looking at the need of the hour for developing strong and effective knowledge management systems within organizations, managers need to pay more attention towards employee satisfaction and engagement with respect to knowledge sharing (Afshari, Nasab, & Dickson, 2020).

Extant literature unfolds that although relation between self-learning and self-satisfaction has gained importance in the eyes of researchers, yet it has not been passably studied. Self-satisfaction as an antecedent of knowledge sharing and satisfaction in terms of job satisfaction has been the focus of researchers but a good deal of work has neglected the self-satisfaction as an outcome of self-learning and knowledge sharing. Besides studies relating to knowledge sharing behaviour with respect to self-learning and self-satisfaction are scant especially in this part of India.

Thus, for the purpose of studying the relationship between knowledge sharing behaviour, self-learning and self-satisfaction, a theoretical model has been developed. The theoretical model for the present section on the basis of literature review is represented in Figure 1.

Figure 1. Theoretical Integrated Knowledge Sharing Behaviour (KSB) Model Theoretical Integrated Knowledge Sharing Behaviour (KSB) Model



The aim of the theoretical model is to examine the relationship between knowledge sharing behaviour, self-learning and self-satisfaction. Accordingly, the null hypothesis for the present study is:

$H_{01.1}$: Knowledge sharing behaviour has no statistical significant impact on self-learning derived from knowledge sharing among individuals.

$H_{01.2}$: Self-learning has no statistical significant impact on self-satisfaction with respect to knowledge sharing behaviour of the individuals.

RESEARCH METHODOLOGY

Data Base

For the purpose of conducting the research, data have been collected from middle management employees of service sector working in the state of J&K, India. The rationale for choosing middle management employees is because of the integration task performed by them at two levels, first integrating top management and the workforce, and, secondly, their own integration across functional lines (Schlesinger & Oshry, 1984) because of this they have been regarded as the most important

Table 1. Sub-Sector wise Distribution of Respondents

Service Sector Sub Sector	No. of Employees	Percentage of Employees
Banking Organizations	143	23.06
Insurance Organizations	107	17.25
Hospitals	106	17.09
Hotels	141	22.74
Telecommunication	123	19.83
Total	620	100

part of the organization (Gaal, Szabó, Obermayer-Kovács & Csepregi, 2012). Additionally, the contribution of service sector in the state and the country is highest amongst all sectors which is nearly about 56.07 per cent GSDP estimates at constant (2011-12) prices for year 2017-18 in J&K. Hence, to study the KSB model, service sector has been taken into consideration. For categorizing service sector into different sub sectors, National Industrial Classification (NIC)-2008 classification has been used. NIC-2008 classification includes sub-sectors such as trading, transportation, financial services, community etc. (Mukherjee, 2015). But it is observed that more than half of the contribution from the service sector has been estimated from its sub-sectors including banks, hotels, insurance, hospitals and telecommunications (Economic Survey, 2015 & 2017). Therefore, the present study considers these five sub-sectors namely, banks, hotels, insurance, hospitals and telecommunications for the collection of data.

Further, the responses of the individuals having work experience in the present organization for more than one year have been taken for the present study as this is the time by when individuals know other members of the organization and start interacting with them. For the purpose of achieving the objectives of the present study, convenience sampling approach has been used. The Table 1 shows the relative proportion of data collected from different sub-sectors of service sector for the present study.

Accordingly, a total of 620 numbers of responses from service sector organizations have been collected out of which 23 responses being detected as outliers using box plot method, have been excluded from the present study. For that reason, the present study includes net usable sample of 597 middle management employees of service sector in J&K. The employees belonged to both public and private sector organizations, who were contacted at their workplaces during the period from September, 2016 to July, 2017. The primary data was processed using IBM SPSS 20 and AMOS software.

Measures

In the present study, an individual has been considered as the analyzing unit. For the purpose of attainment of the objectives of the study, middle level employees working in service sector organizations of J&K has been given a self designed questionnaire. For the uniformity, all the responses were measured using a five point likert-type scale, where 1 referred as strongly disagree and 5 referred as strongly agree.

The oldest distinction defining nature of knowledge recognizes knowledge into two major classifications namely, tacit and explicit knowledge (Jasimuddin, Klein & Connell, 2005). Accordingly, tacit knowledge sharing behaviour (TKSB) and explicit knowledge sharing behaviour (EKSB) constructs have been identified and considered in the present composition. The constructs have been developed referring the research work of Reychav and Weisberg (2010); Bock and Kim (2005); Wong and Radcliffe, (2000); Haldin-Herrgard (2000); and Constant, Kiesler and Sproull (1994).

Besides, self-learning in the present study represents an individual's perspective regarding his/her learning from the sharing of work related tacit and explicit knowledge. Considering this, measures for self-learning construct have been developed referring the work of Kankanhalli (2005); Calantone,

Cavusgil, and Zhao (2002); and Wasko and Faraj (2000). Further, the present study measured self-satisfaction of individuals with respect to knowledge sharing by referring the research work of Kankanhalli (2005); Wasko and Faraj, (2000) and Calantone et al. (2002). Self-satisfaction in the present study has been described as the extent of happiness derived by an individual by engaging in knowledge sharing activities including the satisfaction from their co-workers' knowledge sharing behaviour.

To review the scales the pre-testing on a sample of 100 middle management employees to ensure clarity and understandability of the instructions and questions was conducted. On the basis of suggestions given by the respondents, some statements were reframed for their easy understanding. Additionally, to ensure face validity, experts from the concerned field were contacted and made to review the questionnaire.

Research Analysis

Analysis in the present study has been conducted in three steps. Firstly, the data have evaluated for reliability and normality assumptions. Secondly, to authenticate the dimensionality of the variables used in the study, exploratory factor analysis (EFA) technique has been used, followed by confirmatory factor analysis (CFA) technique. Finally, to ensure the relationship between knowledge sharing behaviour and self-learning and consequently between self-learning and self-satisfaction structural equation modeling (SEM) technique has been incorporated in the study.

Normality and Reliability of Constructs

The normality of all the constructs namely, tacit knowledge sharing behaviour, explicit knowledge sharing behaviour, self-learning and self-satisfaction have been checked through the values of standard deviation, skewness (Sk) and Kurtosis (Kt). Additionally, the value of Cronbach's α for tacit knowledge sharing behaviour (TKSB), explicit knowledge sharing behaviour (EKSB), self-learning (SL) and self-satisfaction (SS) constructs are found to be 0.781, 0.720, 0.854, 0.860 thereby, showing the internal consistency of all the constructs.

EFA Technique

The dimensionality of all the variables under study has been assessed using EFA. The value of Bartlett's test of sphericity and KMO, for all the constructs have been checked (refer to Appendix). Further, the results of EFA suggested four factors under tacit knowledge sharing behaviour and three factors under explicit knowledge sharing behaviour construct. In addition, EFA for self-learning and self-satisfaction constructs, resulted into two factor solution under each of the dimension. The description of factors extracted through EFA has been given in Table 2.

Confirmatory Factor Analysis

The results of CFA analysis confirmed that the coefficient value of all the measures in case of all the variables, namely, VTD, VTC, ITKC, ITKD, VED, VEC, IEDC, PI, IC, SWC and ENJ are above the prescribed limit of 0.50 (Hair, Black, Babin, Anderson, & Tatham, 2012). Also, the average variance extracted (AVE) and construct reliability (CR) values have been found to be above the prescribed limits of 0.40 and 0.60 (Fornell & Larcker, 1981) (refer Table 3), thereby, establishing the convergent validity of the said constructs.

In addition, the discriminant validity of all the constructs has been checked. For the purpose of calculating discriminant validity of the constructs, a comparison has been made between the values of AVE and squared inter-construct correlation (Hammer, Ernstmann, Ommen, Wirtz, MAnser, Pfeiffer & Plaff, 2011; Saade & Bahli, 2005; Fornell & Larcker, 1981). Considering this criterion, it has been found that AVE values of all the constructs are larger in comparison to the values of their squared inter-construct correlation (refer to Appendix).

Table 2. Description of factors extracted through EFA

S.NO.	CONSTRUCT	DEFINITION
A.	**Tacit knowledge sharing behaviour (TKSB)**	
1	Voluntarily tacit knowledge donation (VTD)	The VTD factor of TKSB construct determine an employee's voluntary act of giving their experiences, know-how and ideas.
2	Involuntarily tacit knowledge collection (ITKC)	The ITKC factor of TKSB construct explain the collection of experiences, ideas among individuals etc. under conditions such as boss pressure, perceived benefits from sharing, harm to reputation.
3	Involuntarily tacit knowledge donation (ITKD)	The ITKD factor of TKSB construct explain the donation of experiences, ideas among individuals etc. under conditions such as boss pressure, perceived benefits from sharing, harm to reputation.
4	Voluntary tacit knowledge collection (VTC)	The VTC factor of TKSB construct determine an employee's voluntary act of receiving their experiences, know-how and ideas.
B	**Explicit knowledge sharing behaviour (EKSB)**	
1	Voluntarily explicit knowledge donation (VED)	VED factor indicate the employee's voluntary act of donation of explicit knowledge among all organizational members.
2	Voluntarily explicit knowledge collection (VEC)	VEC factor indicate the employee's voluntary act of receiving or collection of explicit knowledge among all organizational members.
3	Involuntarily explicit knowledge donation and collection (IEDC)	IEDC factor represents the involuntary act of sharing of explicit knowledge (such as reports, files, manuals, other work related documents) among employees.
C	**Self-Learning (SL)**	
1	Innovation capability (IC)	Innovation capability (IC) factor under self-learning construct represent an individual's perception regarding the improvement in his/her innovative work behaviour that has been achieved through sharing of knowledge among individuals.
2	Personality Improvement (PI).	The personality improvement factor determines whether the competencies or skills of an individual have been improved while sharing of knowledge with other individuals.
D	**Self-Satisfaction (SS)**	
1	Enjoyment in helping each other (ENJ)	The enjoyment in helping each other factor determines the satisfaction of receiving quality knowledge from other individuals of the organization.
2	Satisfaction from co-workers (SWC)	The satisfaction from co-workers factor represents the overall satisfaction or pleasure derived by getting involved in various knowledge sharing activities.

Structural Equation Modeling

To analyze the theoretical integrated KSB model, SEM approach has been used in the present study. While applying SEM, firstly, the statistical significance of parameter estimates for all the variables has been checked and secondly, various model fit indices viz. GFI, AGFI, CFI etc. have been analyzed and checked.

RESULTS AND DISCUSSIONS

The results of the present study indicate two foremost outcomes. Firstly, based on the values of parameter estimates that have been found to be statistically significant, null hypothesis $H_{01.1}$ is rejected (refer Table 4) and hence, it has been found that there exist positive relationship between knowledge

Table 3. Results of CFA

Variable	CFI	GFI	RMSEA	AGIF	CMIN	Dimensions	AVE	CR
SL	0.993	0.992	0.037	0.997	4.820			
						PI	0.460	0.805
						IC	0.470	0.776
SS	0.978	0.975	0.079	0.946	4.255			
						SWC	0.585	0.847
						ENJ	0.650	0.880
TKSB	0.897	0.919	0.078	0.887	4.590			
						VTD	0.499	0.820
						VTC	0.450	0.790
						ITKD	0.490	0.800
						ITKC	0.557	0.750
EKSB	0.914	0.932	0.074	0.909	4.296			
						VEC	0.500	0.699
						VED	0.501	0.696
						IEDC	0.650	0.690

Source: Author's Calculation;

Note: GFI= Goodness of Fit Index; CFI= Comparative Fit Index; AGFI= Adjusted Goodness of Fit Index; RMSEA= Root Mean Square Error of Approximation.

sharing behaviour and self-learning construct (β=0.834). Secondly, the significant values of parameter estimates has pointed towards the rejection of null hypothesis $H_{01.2}$ thereby indicating that there also exists a relationship between self-learning and self-satisfaction (β=0.720). Furthermore, the findings are also supported by the results of the model fit indices of the said variables (refer Table 5).

As depicted from the table 5, the values of model fit indices, namely, CMIN (3.136) and RMSEA (0.068) have been reported to be within the referential limits, i.e. CMIN <5 and RMSEA < 0.08. Whereas the values GFI (0.800), AGFI (0.775) and CFI (0.829) have been found to be near the

Figure 2. Results of Structural Equation Modeling

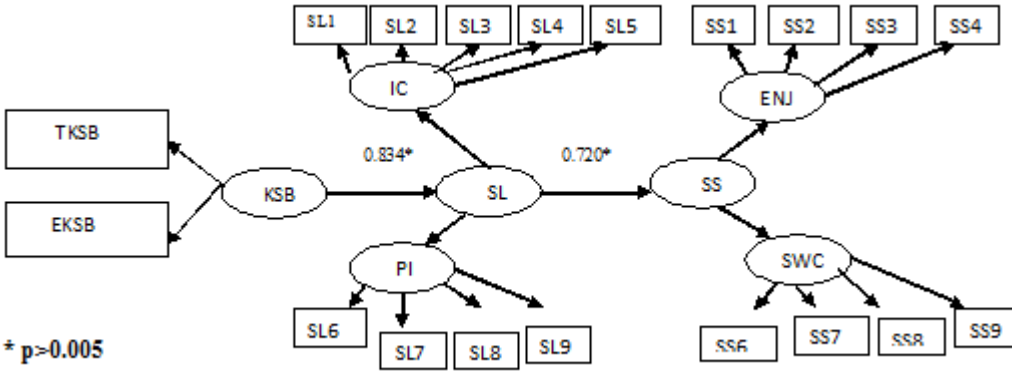


Table 4. Results of Parameter Estimates

Explained Variable		Explanatory Variable	Parameter Estimates	SE
Self-learning	< -----	Knowledge Sharing Behaviour	0.484*	0.054
Self-learning	----->	Self-satisfaction	0.828*	0.06

Source: Authors' calculations
Note: *Significant at 1per cent level of significance;

referential values, i.e., ≥ 0.85; ≥ 0.80 and ≥ 0.90, respectively. Looking at the overall fitness of the KSB model, the present study considers the acceptability of the KSB model.

Structural Results of KSB Model

While exploring the relationship between KSB, self-learning and self-satisfaction, the results of the SEM technique revealed various statistically significant relationships between the constructs and the same has been elaborated below.

Relationship Between KSB and Self-Learning

The hypothesized relationship has been found to be a statistically significant, thereby, rejecting $H_{0.1.1}$. The significant positive coefficient value depict that enhancement in knowledge sharing will lead towards improvement in self-learning among individuals. The results lead to the conclusion that when individuals will perceive that sharing their knowledge with their organizational members has improved their ways of doing work as well as their overall personalities, and then they will try to engage themselves more into knowledge sharing activities. With this they can learn more and consequently it will improve their overall personalities. The results are in line with the previous studies such as Anthony, (2018); Skinnarl, Asa and Sharp, (2014); Majid and Wey (2009); Pérez-Nordtvedt, Kedia, Datta and Rasheed (2008); Yang (2007) where a significant positive relationship between learning and knowledge sharing has been identified. The reason that knowledge sharing leads to individual learning may be because knowledge sharing among individuals helps them to improve their skills, solve existing problems in an effective manner, helps to find innovative solutions in addition to saving time and other resources (Anthony, 2018; Perez-Nordtvedt et al., 2008; Yang, 2007). The underlined learning outcomes through knowledge sharing are possible because participants by sharing their knowledge with each other can perform as catalytic agents that unlock the knowledge base (Tempest,

Table 5. Model Fit Indices of Theoretical KSB Model

Fit Indices	Measurement Model
AFM	
CMIN(χ2/df)	3.136
RMSEA	0.068
GFI	0.800
PFM	
CFI	0.829
IFM	
AGFI	0.795

Source: Authors' calculations
Note: AFM= Absolute Fit Measures; PFM= Parsimonious Fit Measures; IFM= Incremental Fit Measures.

2003). Through knowledge sharing, individuals become aware of their shortcomings and can also add new knowledge to their old knowledge base (Handley, Sturdy, Fincham, & Clark, 2006), thereby, resulting in a high subjective learning experience. In addition to above mentioned studies, there are studies such as Skinnarl et al. (2014) that have explained knowledge sharing as an outcome of perceived learning exaggerating the fact that individuals, who perceive that they can learn through knowledge sharing involve themselves more into knowledge sharing activities.

Relationship Between Self-Learning and Self-Satisfaction

In the present study, null hypothesis, $H_{0.1.2}$, has also been rejected, thereby, indicating that individuals' perception of learning through knowledge sharing also leads to improvement in their satisfaction levels. In other words, employees, who feel that knowledge sharing has improved their skills and innovative work behaviour, they feel happy and contented and therefore, tend to share more knowledge with others in future. This is also evident from the previous research studies where it has been concluded that when employees gain pleasure out of sharing knowledge they engage more and more into knowledge sharing activities (Kankanhalli, 2005; Dhanaraj et al., 2004; Wasko & Faraj, 2000). The reason behind individuals gaining pleasure while sharing their knowledge with the co-workers may be due to the fact that by sharing their knowledge individuals may feel more connected to their organizational members which would encourage them to work more energetically (Krackhardt & Stern, 1988). Further, developing good relationship with organizational members leads to even more positive benefits such as improved individual and organizational effectiveness (Huang et al. 2017). Additionally, when organizational members have strong connections, individuals gain clearer vision regarding their roles (Isabella & Waddock, 1994). It also helps individuals to understand their learning outcomes (Gomez et al. 2010) through knowledge sharing, thereby, increasing their knowledge sharing satisfaction levels.

IMPLICATIONS OF THE STUDY

The study is associated with numerous theoretical implications. Firstly, in the present research work, focus has been given to variables, namely, self-learning and self-satisfaction that have not been explored much by the researchers. Studying these variables in the present study has helped to deepen the understanding related to knowledge sharing among individuals. Secondly, the study attempted to explore knowledge sharing behaviour from the employee's perspective which has been ignored by researchers. Also, the study has taken into consideration both the types of knowledge namely, tacit knowledge and explicit knowledge which is also an overlooked aspect in the field of knowledge sharing behaviour. Additionally, while studying the knowledge sharing behaviour construct attention has been paid to other aspects such as voluntary and involuntary aspects along with the knowledge donation and collection aspects. The study of all these aspects comprehensively has not been much carried out in the past and the present study has made attempt to lessen this gap of the literature. Further, the statistical significant relation between the constructs guide the service organizations to make their employees realize the importance and benefits derived through knowledge sharing such as, improvement in skills, personalities, innovative behaviour etc. Moreover, in the present study it has been found that individuals learn through knowledge sharing. Their learning from knowledge sharing has helped them to derive more satisfaction while working in their organizations. Therefore, it is suggested that service organizations should focus on practices that make their employees realize the valuable outcomes of knowledge sharing such as, time saving, improvement in their skills and expertise and may be overall improvement in their personality, they have achieved by helping each other through sharing of knowledge. The benefits of knowledge sharing at individual level can be realized to the employees with application of constant reinforcement strategies and involving employees in knowledge sharing activities. This could be possibly done by asking employees to share their views on how many times they have been helped by others during the week; what new things they have

learnt from their co-workers during the week, open days activities involving sharing sessions etc. Further, the study also indicates that knowledge sharing among individuals helps them to improve their skills and enhances their personality. Therefore, it can be extracted that an employee with new set of learning are found to be more satisfied. In this regard, it is suggested to the service organizations to frame certain activities that help to improve the morale of their employees and make them feel contented. In addition, organizations can give their employees opportunities to acknowledge each other's efforts of knowledge sharing through written or other modes of communication. Doing this exercise, it will not only bring harmony among the organization members but also make employees feel blissful and more satisfied. Additionally, organizations can facilitate the concepts of joint offices which can advocate collaborative innovation and learning. Joint offices could be understood as office space where employees can work at a place together and are free to share their work related thoughts informally. Furthermore, to improve the levels of satisfaction with regard to knowledge sharing, organizations can frame customized practices taking into consideration the age, gender, and other personal factors that may help to ease the knowledge sharing among individuals. For example, old age employees can have interaction sessions with young employees so that they can learn about new technological developments. Similarly special time slots can be framed wherein young employees can learn from the experiences of old employees within the organizations. Doing so will make everyone important in the organizations and people may feel motivated to exchange their work related problems and feelings. Moreover, organizations need to give importance to both the types of knowledge namely, tacit and explicit knowledge being exchanged. Therefore, organizations are suggested to maintain a proper flow of both the types of knowledge, which could be possibly done by making the employees aware about the difference and importance of knowledge types and its effect on their performance due to learning and satisfaction resulting from it.

LIMITATIONS AND FUTURE RESEARCH DIRECTION

Some research limitations may limit the conclusions from this study, two of which merit special discussion. First, the knowledge sharing behavior is temporal in nature but the present study used cross-sectional data in the analysis. Therefore, future research is encouraged to test the KSB model with longitudinal data. The second limitation relies on the sample data collected from J&K region of India. Since research from different countries with different organizational cultures and large sample size will contribute to the generalization of the proposed model, a reproduction of the present study should be performed. Besides, as this part of India has remained disturb due to many reasons for many years which might have impacted the overall culture of the organizations and consequently the responses of the employees working in these organizations. Hence similar studies of such kind is required be conducted in other parts of the country to establish the more authenticity of findings of the study. Additionally, sharing of knowledge among individuals enables organizations to achieve competitive advantage. In future, the studies can be extended in assessing the influence of knowledge sharing behaviour on other variables such as innovativeness, psychological empowerment, stress etc. that have not gained attention of the researchers. Adding more, the results of the study can be generalized by conducting similar study in other sub sectors of service sector for example, manufacturing sector and agriculture sector, etc.

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APPENDIX

Table 6. Results of EFA

Variable	KMO Value	Bartlett's test of Sphericity
TKSB	0.778	$\chi 2 = 3058.265$*
EKSB	0.773	$\chi 2 = 2441.321$*
SL	0.886	$\chi 2 = 1835.717$*
SS	0.812	$\chi 2 = 2528.130$*

Note: *($p < 0.01$)
Source: Authors' calculations

Results of Discriminant Validity

Table 7. Discriminant validity of TKSB

Constructs	Squared inter-construct correlations				AVE
	VTD	ITC	ITD	VTC	
VTD	1	0.009	0.017	0.232	0.499
ITC		1	0.250	0.004	0.450
ITD			1	0.003	0.490
VTC				1	0.558

Note: AVE= average variance explained
Source: Authors' calculations

Discriminant Validity of Explicit Knowledge Sharing Behaviour

Table 8.

Constructs	Squared inter-construct correlations			AVE
	IEDC	VED	VEC	
IEDC	1	0.004	0.0003	0.500
VED		1	0.250	0.501
VEC			1	0.650

Discriminant Validity of Self-Satisfaction Construct

Table 9.

Construct	Square of inter-construct correlation		AVE
SWC	SWC	ENJ	
ENJ	1	0.040	0.585
		1	0.650

Source: Authors' calculations

Discriminant Validity of Self-Learning Construct

Table 10.

Constructs	Squared Inter-construct Correlations		AVE
IC	IC	PI	
PI	1	0.300	0.460
		1	0.470

Source: Authors' calculations

Vibha Mahajan is pursuing her PhD in the area of Knowledge Management at School of Business, Shri Mata Vaishno Devi University, Katra, J&K. She has presented papers in various international and national seminars/conferences in the area of talent management, knowledge management, etc. She has also been a part of International Training Programmes at Guangzhou, China (2018 & 2019) jointly sponsored by Ministry of Science and Technology, China and UNCTAD. Presently she is working as Assistant Professor, Govt. College of Engineering and Technology, Jammu, J&K, India.

Jyoti Sharma is working as an Associate Professor in the School of Business, Shri Mata Vaishno Devi University, Katra, J&K. She has in her credit more than 45 research papers with reputed publishers/institutions like Science Direct, Springer, Emerald, Elsevier, etc. She has completed four major projects with the financial grant from ICSSR, AICTE, SMVDSB, etc. Dr. Sharma has conducted various expert sessions as trainer/expert/resource person in various Management Development Programs (MDP), Executive Development Programs (EDP), Faculty Development Programs (FDP), Workshops, Training Programs in different industries, Higher Education Institutes, Public Sector Organizations, etc. in area of Time Management, Stress Management, Work-life Balance, Neuro-Linguistics Programming, Team Building, Leadership, Research Methods, etc. Three scholars in the area of role stress, workaholism and technological changes and its impact on customer value analysis have been awarded their Ph.D. under her guidance.