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Authentic Leadership and Knowledge Management in Public Libraries: Role of Organizational Commitment Using Mixed Method Research

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Abstract

Versatile leadership theories have been practiced to organizational sustainability last decade. Interestingly, authentic leadership has been proved to have effective practical implications to ensure organizational sustainability. Drawing from authentic leadership theory, this research aims at exploring the direct and indirect effect of authentic leadership on knowledge-management: explicit and tacit knowledge sharing behavior about public libraries in higher educational institutions (HEIs). This research employed an affective commitment mechanism to mediate the relationship between authentic leadership and knowledge-management. By using a sequential explanatory research design, this research collected data from the professors of public HEIs. The research administered 368 designed survey Questionnaires among the professors of public HEIs in Lahore, Pakistan. The research findings supported that authentic leadership has a direct significant effect on knowledge-management: explicit and tacit knowledge sharing behavior. Nevertheless, the research explored that authentic leadership has an indirect effect on tacit knowledge sharing behavior but didn't influence explicit knowledge sharing behavior indirectly by the mediating role of affective commitment. To cope with these empirical findings, the research conducted 15 in-depth interviews to explore what type of factors creates hurdles in sharing explicit knowledge in the presence of emotional attachment: affective organizational commitment. This study suggests managers motivate professors to be committed within HEIs. In this way, the professors will be able to share tacit knowledge (hidden ideas and concepts, library images, library portfolios, and library-novelty) among the peers. The present study also concludes with limitations and future research.

Keywords: Authentic leadership, explanatory research design, explicit knowledge sharing behavior, organizational affective commitment, tacit knowledge sharing, Higher educational Institutions (HEIs), Pakistan

Introduction

The 21st century is an era of great competition and technology in which every industry fights to achieve a specific goal. Thus, there is a need for authentic leaders in highly advanced cultures for a quality relationship that develops self-development (Azeem, 2016). Last decade, several research works started on AL (Gardner et al. 2011; Walumbwa, 2008; Walumbwa et al. 2014; Molero, 2016; Liang, 2011; Hsiung, 2012; Han, 2015; Kim, 2016), AL is a segment of new stature authenticity that is essential for an individual as well as an employee (Walumbwa et al. 2014). It is exposed that Pakistan faced many irregularities in the way of progress and development (Fahad et al. 2015) in relation, the need for authentic leadership is increasing.

However, the mediating role of organizational affective commitment between AL and knowledge sharing behavior is a gap in the literature studies. Few researchers had been hypothetically interested in this possible relation (Gardner et al. 2011; Kim, 2016; Azeem, 2016; Molero, 2016 and Fahad et al., 2015), further, they suggested investigating the relationship empirically. Pakistani studies, which were conducted initially to support the significant and positive relationship between AL and organizational commitment (Fahad et al. 2015 and Azeem, 2016), but no study found that explores the relationship between organizational commitment and knowledge sharing behavior in the Pakistani HEIs context. But few studies found concerning exploring the relationship between organizational commitment and employee's knowledge sharing behaviors in foreign countries (Anvari, 2014; Han, 2015 and Weenen, 2004).

Besides, thus results should consider tentative until their replication on the above settings. However, the present study aspires to find the direct and indirect relationship between AL and employee's knowledge sharing behaviors through the intermediate of organizational commitment in Pakistani food industries. Researchers modulate the relationship between AL and knowledge sharing behavior of employees because different cultures would support different behaviors (Molero, 2016; Anvari, 2014; Walumbwa et al., 2011; Seung-hyun Han, 2015; Liang, 2011 and Trong Tuan, 2016). Besides authentic leadership, personal identification, work identification, work empowerment, and cultural justice are other key factors that could encourage employee's knowledge-sharing behavior (Fahad et al. 2015; Liang, 2011 and Molero, 2016). However, the above constructs are not essentially independent of leadership theories.

Different researchers demonstrated the importance of organizational commitment towards employee's knowledge sharing behaviors (Roya Anvari, 2014; Seung-hyun Han, 2015 and Neyestani, Piran, Nasabi, Nosrati, & Maidanipour, 2013) and besides, used authentic leadership as a fundamental variable (Molero, 2016; Roya Anvari, 2014; Lin, 2014 and Walumbwa et al., 2011). AL theory suggests that authentic leadership is a linking process towards organizational commitment and employee knowledge sharing behaviors. About this statement, the present study develops a linking process between authentic leadership to professors' knowledge-sharing behaviors, and the study hypothetically suggests that organizational commitment may be a segment of this process. For this observation, the study hypothesizes that authentic leadership promotes organizational commitment which in turn, encourages knowledge-sharing behaviors. Because authentic leadership is a comparatively new theory and there is still a need for validation (Walumbwa et al. 2014 & Gardner et al. 2011), subject to employee's knowledge sharing behavior has an intense strategic investment for industries.

Study designs theoretical framework with kept in view that authentic leaders may inspire industrial employees, an inclination of extra efforts and high level of organizational commitment which in turn, increase professors' knowledge sharing behavior. Fartash, (2012) advocated that the knowledge sharing process is used often than other types of information. Interestingly, no study was found in Pakistani HEIs and western countries that explore the same concept in the public HEIs. With the subject to exploring the extant literature of AL theory, the Present study wants to fill the gap about knowledge sharing behaviors of professors through the analysis of mediate mechanism: organizational affective commitment. The use of sequential explanatory research design also offers the research gaps that are missing in the literature studies in the same leadership style (Kim, 2016; Molero, 2016; Fahad et al., 2015 and Liang, 2011). Explanatory research design provides the opportunity to analyze the quantitative and qualitative data separately and explores quantitative findings with the help of qualitative results. The sequential explanatory design also offers the opportunity to analyze the quantitative and qualitative data

separately and explains quantitative findings with qualitative results to fill the quantitative gaps (Creswell & Plano Clark, 2007).

Therefore, the objectives of the present study are to investigate (1) the effect of AL on organizational commitment (2) the direct effect of AL on employee's knowledge sharing behavior, and (3) the indirect effect of AL on professors' knowledge sharing behavior through organizational affective commitment. The present study may advantageous to HEIs managers and authentic leaders by showing perceptions regarding the effect of AL on organizational affective commitment and investigating how these variables theoretically increase the level of employee's knowledge sharing behaviors.

Review of Literature and Theoretical Framework

Authentic leadership and Explicit Knowledge Sharing

Explicit knowledge refers to information that is easy to articulate, codify or convert into files, folders, and documents which are transferred for making decisions from top management to lower and from lower to top management. The study found the positive and significant effect of AL on explicit knowledge sharing behavior as well as innovation climate (Molero, 2016); because authentic leadership displays strong interaction with employees to increase their sharing capacities (Molero, 2016). Knowledge sharing construct related to the technological world (Fartash, 2012). Communication theory defined that disbursement of knowledge is linked to the transformation of knowledge to practical work. The study proved that transformational leadership had a positive and significant effect on employee's explicit knowledge sharing (Lin, 2014).

Authentic leadership theory defines that the opportunity to create new ideas and goals is sustainable through depth explicit knowledge sharing (Molero, 2016); because knowledge sharing is an active process. According to managerial law, the biggest thing which creates challenges in sharing explicit knowledge is to imitate information (He, 2012).

Researchers advocated that explicit knowledge requires employee's attention (He, 2012; Çakmak-Otluoğlu, 2012 and Yasir et al. 2014) because it provides expertise, skills, and experiences to know well how it is important for competitive advantages. Thus, after discussing the effects of authentic leadership on explicit knowledge sharing, a hypothesis identified:

H1: There is direct significant and positive relationship between authentic leadership and explicit knowledge sharing behavior.

Authentic Leadership and Tacit Knowledge Sharing

Tacit knowledge relates to personal expertise, moral storytelling, hidden thoughts, ideas and phenomenon which are difficult to articulate or codified. Tacit Knowledge sharing is a social process (Thamaraiselvan, 2011), designated experiences to lead employee's social climate (Blatt, R. 2008), it might be said that a deficiency in knowledge leads to organizational deficiency (Al-Zu'bi, H. A. 2011). Authentic leadership promoted employee's sharing behavior by foster in turn of innovative climate and identification (Molero, 2016) as defined further, authentic leadership significantly correlated with tacit knowledge sharing behavior. Besides, the study concluded that authentic leadership results obtain its tenets, supported by defining the more employees satisfied with their leaders, the more they would be shared tacit knowledge (Han, 2015 & Molero, 2016).

Fahad et al. (2015) found the leader's authenticity in the relationship between employee's tacit knowledge sharing behavior. Han, (2015) showed there is a positive association between transformational leadership and organizational commitment as well as between transformational leadership and tacit knowledge sharing behavior. USA studies advocated that there is a positive and significant relationship between authentic leadership and tacit knowledge-sharing behaviors (Han, 2015 & Lin, 2014). In the same environment, authentic leaders stimulate their identification and work innovation by showing a

positive relationship with tacit knowledge sharing (Molero, 2016). The long-term relationship of individuals with the organization could create competition in today's dynamics world (Fahad et al. 2015).

Sharing knowledge is a social process that is different from the other knowledge acquiring, composition, and application. Besides, the study found that employees exchange views, ideas to create new phenomenon (Al-Zu'bi, 2011) because tacit knowledge sharing is viable, costly, and difficult to convey. He, (2012) stated that tacit knowledge sharing behavior is inadequate to reflect and depict the mechanism of any organization. Storytelling and moral metaphors are powerful tools to share tacit knowledge with consciousness. Knowledge sharing creates an environment where employees engage in problem-solving, problem identification, or gather information from multiple sources to develop multiple phenomena or ideas than in turn; they can interact with co-workers to share relevant tacit knowledge (He, 2012). Based on the above discussion, a causal relationship draws through the research hypothesis.

H2: There is direct significant and positive association between authentic leadership and tacit knowledge sharing behavior.

Authentic Leadership and affective organizational commitment

Affective organizational commitment is a behavioral process that forecasts the individual's behavior from their leader's behaviors (Jaros, S. 2007). The previous study investigated the positive relationship between organizational commitment and authentic leadership (Fahad et al. 2015). The researcher investigated the positive relationship between organizational commitment and AL and negatively related to turnover intention (Kim, 2016). It can say that AL stimulates employee's behavior that in return, creates high commitment. But with a little effort, organizational commitment is achieved successfully through the positive authentic leadership style (Kim, 2016). If AL theory puts into consideration where it might be replaced the leader's insincerity into leader's authenticity that provides moral values toward the erection of organizational commitment (Fahad et al. 2015).

Commitment reflects the employee's thinking in addition to achieving organizational goals (Fartash, 2012). The study found that authentic leadership motivates employee's commitment which in return, reduced the cost of turnover (Kim, 2016). The study argued that the organizational commitment fully mediates the relationship between AL and job satisfaction but the present study adopted employee's knowledge sharing behavior to see its outcomes (Azeem, 2016); another study explored the positive and significant relationship between AL and follower commitment (Emuwa, 2013). Organizational commitment is a most beneficial forecaster to enhance employee attachment within an organization (Kim, 2016); ethical Leadership had a direct effect on employee's commitment (Palomino et al, 2011).

The present study focuses on affective commitment because it is highly effective than Normative and continuance commitment in the previous study (Neyestani, 2013). Transformation leadership had a significant and positive direct impact on organizational commitment and had also an indirect impact on knowledge-sharing behavior (Han, 2015). The study augmented that if a leader carries communal motives, goals, allocates intellectual vision, and encourages employees then it could be said that there is a high commitment (Han, 2015). The Study adopted organizational commitment dependent as well as the mediator because authentic leadership is the best predictor of employee's behaviors (Han, 2015). The present study used affective commitment only as evidenced in the literature study.

Affective Commitment (AC): Affective commitment shows the employee's loyalty to an industry that demonstrates the feelings of employees within an industry. It indicates emotional attachment to make a part of industrial proud. Affective commitment is the combination of

emotional behaviors that encourage employees to do some extra effort (Kim, 2016). Based on depth discussion, research hypothesis developed:

H3: There is significant and positive association between authentic leadership and professors' Commitment.

Mediation of Employee's Commitment between Authentic Leadership and Employee's knowledge sharing behavior

Commitment brings up the measure to classify the organization according to its perspective, size, and environment that encourage employees concerning continue serving (Hooff, 2004). A study planted a piece of evidence in the private sector that explores the positive relationship between Knowledge sharing and organizational commitment (Fartash, 2012), further said that employee commitment leads to attaining organizational objectives. Two concepts were collected from (Meyer & Allen, 1991 and Chung et al. 2007); who treat organizational commitment as collaborating vision that defines employee's trust toward their industry. Neyestani, (2013) instituted that failing to commit leads to individual frustration and the result is that there is no knowledge sharing behavior from those employees.

The researcher explained that explicit and tacit knowledge are antique records like; libraries, old catalogs, Wikipedia with chronological access method (Liang, 2011). The study explored that affective commitment positively mediates the relationship between strategic practices and employee's knowledge-sharing behavior (Anvari, 2014). Besides, organizational commitment fully mediates the negative relationship between AL and turnover intention (Kim, 2016). Thus, the present study adopts organizational commitment as an intermediate factor between AL and employee's knowledge sharing behavior, and the study expects that it may prove a positive relationship among constructs. After detailed discussion, the study developed the research hypotheses:

H4: There is indirect significant & positive association between authentic leadership & explicit knowledge sharing behavior

H5: There is indirect significant and positive association between authentic leadership and tacit knowledge sharing behavior

Theoretic Model

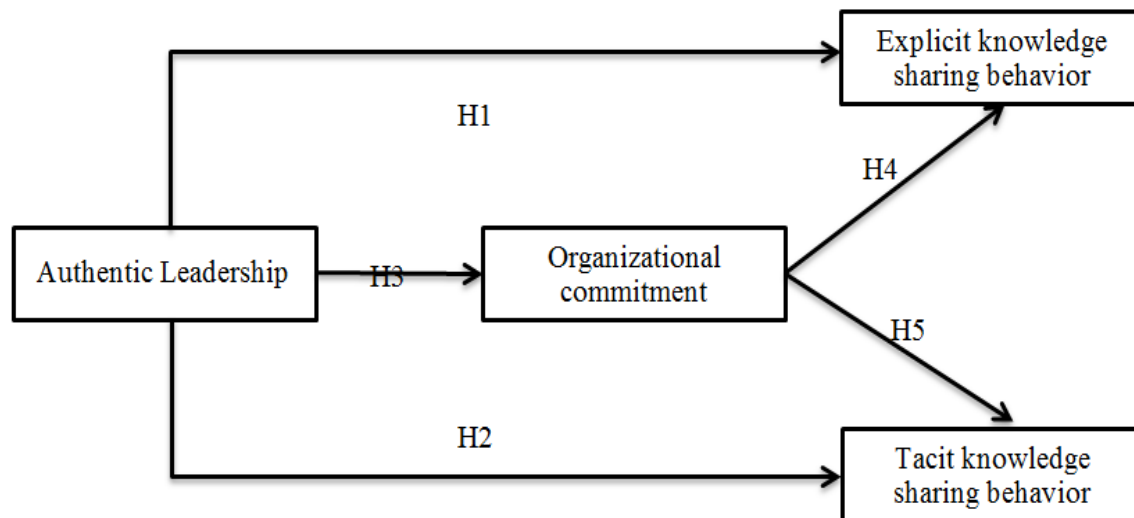


Fig .1 Structural equation model

Materials and Methods

The research was conducted in Public higher educational institutions (HEIs) located in Lahore, Pakistan. One of the functions within the institutions is to develop the knowledge-sharing capacities of these institutional professors. Particular descriptions related to data collection, data analysis, and results are presented below. The present study was used two phases study i.e. first conducted the Quantitative study and then followed up by the Qualitative study.

Phase I: Quantitative Data Collection and Analysis

These research Questions followed by Quantitative phase:

1. Is there a relationship between the dimensions of authentic leadership (self-awareness, relational transparency, balanced processing and internalized moral perspective) and knowledge sharing behavior?
2. Is there a relationship between authentic leadership and organizational commitment?
3. Does organizational commitment mediate the relationship between authentic leadership and knowledge sharing behavior?

Data Collection

The participants (N=300) completed self-administered survey Questionnaires out of 368. The response rate of the study was 81.52%. The survey questionnaire was divided into two parts like first part pertained to demographics' information (age, educational level, and gender). The second part of the questions pertained to authentic leadership, organizational affective commitment, tacit knowledge, and explicit knowledge sharing. These scales used different response set as discussed below:

Authentic Leadership (twelve items; Gatling et al. 2016)

The authentic leadership scale was used to assess the perception of employees towards their leader/HOD/supervisor. This study used the instrument of authentic leadership from previous literature studies, ALQ included 16 items developed by (Walumbwa et al., 2008; Walumbwa et al., 2010 & Kim, 2016), further used by (Gatling et al. 2016). Authentic leadership consists of four dimensions (self-awareness, internalized moral perspective, balanced processing & relational transparency), for example, "My leader seeks feedback to improve interactions with others". ALQ consisted of a five-point Likert Scale (1=not at all to 5=frequently). This study adopts 12 items used, valid & reliable because 4 items were removed due to low factor loading & recommended to use 12 items (Gatling et al. 2016).

Affective Commitment (three items; Abdullah, 2011; Meyer & Allen, 1991)

The organizational commitment scale was used to assess the participant's emotional attachment within an organization. Only affective Commitment adopted because it found a more satisfactory effect on behaviors than others and has high internal consistency above 0.7 (Gatling et al. 2016; Fahad et al. 2015; Sergio et al. 2016). Items of affective commitment were measured on 5 points Likert Scale (1=strongly disagreed, 5= strongly agreed). The item is such as: "I really feel as if this organization's problems are my own".

Employee Knowledge Sharing Behavior (6, 6 items; Wang et al. 2014 & He, 2012)

The knowledge sharing scales were used to assess the knowledge sharing behaviors of professors about libraries. This study consisted of two types of knowledge sharing i.e. explicit knowledge and tacit

knowledge. Both constructs had measured on 5 points Likert scale ranging from “1=strongly disagree to 5=strongly agree”. Explicit knowledge item is such as: “Employees in my organization frequently share reports and official documents that they prepare by themselves with members of my organization” and tacit knowledge item is as “I share my expertise with others by jointly working with them in a specific working context”.

Data Analysis

PLS bootstrapping was applied to investigate the quality of quantitative responses and meta-inferences. Bootstrapping is a nonparametric resampling technique in which samples are randomly drawn from the original sample, with replacement. This technique has high statistical power, robust against violation of normality, and has a low risk of error type 1. PLS-SEM script for mediation was used to investigate the mediating relationship of organizational commitment between authentic leadership and knowledge-sharing behavior. This script was used to test the mediation by calculating regression coefficients for direct and total effects. Bootstrapping 5000 samples were drawn to verify the accuracy of the results. The regression coefficient was calculated for each sample with 95% confidence intervals for direct and indirect effects. SPSS (version 22) was used to compute the characteristics of sample data. PLS (SEM) is a statistical tool used to explore the statistical effects (Sarstedt et al. 2014; Wong, 2013 & Hair et al. 2013).

For this purpose, Multivariate regression & correlation performed due to superfluous types of constructs. PLS-SEM handles two sub-models i.e. (1) inner model, and (2) outer model which quantifies that the inner model validates the association between independent and dependent constructs. On the other hand, the outer model demonstrates the association between latent constructs and they are observed indicators (Wong, 2013). The researcher defines PLS-SEM as: “SEM is a statistical technique which performs the association between latent & observed constructs” (Arbuckle, 2010). The contemporary study applied the Hierarchical model using higher-order constructs. The higher-order construct mostly pinches in the second-order measurement model in the reflective-formative way (Sarstedt et al. 2014 & Hair et al. 2013).

Higher Order construct/Second Order construct

The PLS-SEM regression analysis has become a prevalent task in the last century. The present study encompassed the solicitation of the “Reflective-Formative” model suggested by (Hair et al. 2012). The present study applied reflective-formative measurement (Hierarchical component model) to test the validity, reliability first then test the hypotheses through structural equation modeling. The reflective technique is beneficial for high construct reliability and validity and formative measurement is important for high path coefficients among variables (Hair, 2014).

Sample Descriptions

The present study showed that 37.3% of respondents were females and 62.7% were male. There were 46.3% respondents were highly qualified and had 16 years of education, 38% respondents were 14 years of education, 14% respondents had 12 years education and only 1.7% respondents had 12 years of education and below. Moreover, 26.3% of respondents were 20 to 25 years old, 47.7% respondents were 26 to 30 years old and 26% respondents were 31 and above years old.

Phase II: Qualitative Data Collection and Analysis

These research questions followed by Qualitative phase:

1. How do individual factors create hurdles in sharing explicit knowledge towards the mediation of organizational commitment?
2. How do organizational factors create difficulties in sharing explicit knowledge towards the mediation of organizational commitment?

For interviews, criterion sampling was used to select respondents. Normally, the phenomenological criterion of studies is that respondents/participants must have experienced phenomena being the study (Creswell & Plano Clark, 2003). Interviews were conducted to understand the quality experiences of professors regarding knowledge sharing behaviors about public libraries. The present study conducted standardized close-ended questions with 15 employees who had the highest scores of knowledge sharing in the present of authentic leadership. Questions were focused on employee's perceptions of knowledge sharing in addition to authentic leadership.

Data Analysis

Interviews were conducted and transcribed into the manuscript first. Descriptive coding method used to organize and label data that pertained to constructs in the present study. Further, pattern coding is used to cluster phrases, statements, and segments of the study's interviews. These segments, phrases, and statements are coded to identify causes, explanations, themes, and relationships between authentic leadership and explicit knowledge sharing. After that study mapped this information to determine "why does organizational commitment not mediate the relationship between authentic leadership and explicit knowledge sharing behavior". The main objective of the Qualitative study is "To investigate the factors which have created obstacles in sharing explicit knowledge in case of commitment. NVIVO was used to develop pattern coding, themes, maps, and on the other hand, to check the influence of individual and organizational factors on explicit knowledge sharing by authentic leadership.

RESULTS

Phase I: Quantitative Study

Descriptive results

Present study disclosed the mean and standard deviation for gender ($M = 1.63$, $SD = 0.484$), for education ($M = 1.71$, $SD = 0.767$) and forage ($M = 2$, $SD = 0.725$). Mean and the standard deviation was described only for demographic variables. The research did not entice inference from Mean and standard deviation results for the recognition and rejection of testable hypothesis because mean is a delicate measure to thrilling values, chiefly when the sample size is small and it does not provide significant values in many cases (Sundar et al. 2006); advance said that Standard deviation can difficult to evaluate with two or more values.

Convergent & Discriminant Validity

PLS algorithm applied to explore the validity of constructs using a second-order measurement model. Researchers advocated that (1) factor loadings must be greater than 0.7, (2) AVE must be greater than 0.5, and (3) discriminant validity in the case of Fornell & Larcker must be a greater value of construct with another construct (Hair, 2013; Hair et al. 2014 & Coltman, 2008). Factor loading 0.7 and above enlightens the over 50% of the indicator variance (Hair et al. 2012; Wong, 2013; Coltman, 2008 & Hair, 2013). The present study found all items of authentic leadership, organizational commitment, explicit knowledge, and tacit knowledge had greater factor loadings than 0.7 excluding item number 4 with factor loading ($\lambda = 0.658$) of tacit knowledge had removed from the model because it had a contrary effect on

construct validity and reliability (Table.1). Moreover, its factor loading was below the recommended value of 0.7.

On the other hand, the study disclosed AVE for balanced processing (0.792), Moral perspective (0.747), Relational transparency (0.796), Self-awareness (0.722) & overall AVE of AL was (0.551), Table. 1). AVE for explicit and tacit knowledge sharing had (0.583) and (0.623) correspondingly. The AVE of organizational commitment was (0.640). So it could be said that the convergent validity of all constructs was valid in both construct wise & item wise. Fornell & Larcker., 1891 typology was used to assess the discriminant validity of constructs. The most recommended criteria for evaluating discriminant validity is “Fornell and Larcker, 1981” which is a multiple trait evaluation technique of constructs.

This method makes the comparison of each construct’s AVE value with square inter-correlation of another construct in the PLS model (Joseph F. Hair, 2013; Farrell, 2009). The value of all constructs was greater than 0.7 and also greater than the value of another construct (Table.2). These results supported our measurement model convergent and discriminant validity.

Cronbach alpha & Composite reliability

PLS-SEM investigates the internal consistency of constructs typically as composite reliability and Cronbach alpha which have high values indicate higher reliability (Sarstedt et al. 2014). Composite reliabilities and Cronbach alpha of all constructs must be greater than 0.7, suggested by (Hair et al. 2013; Hair et al. 2012; T. Coltman, 2008). Table 1 indicates the composite reliability and Cronbach alphas of the present study which reveal the good reliability of all constructs.

Correlation coefficients

The study found the correlation coefficients between independent and dependent variables (Table 2). All dimensions of authentic leadership had well correlated with each other. There was a positive and significant correlation ($r=0.667$) between authentic leadership and explicit knowledge sharing. There was a strongly positive and significant relationship ($r=0.740$) between authentic leadership and organizational commitment. There was a positive and significant relationship ($r=0.619$) between authentic leadership and tacit knowledge sharing. Other factors had also positive and significant correlation with each other.

Table 1. Results of CFA, Convergent validity and Construct reliability

Concepts	Outer Loadings
1. Authentic Leadership (CR=0.936, α =0.925, AVE=0.551)	
Relational transparency (CR=0.921, α =0.872, AVE=0.796)	
RT1	0.885
RT2	0.902
RT3	0.889
Internalized moral perspective (CR=0.899, α =0.831, AVE=0.747)	
IMP1	0.861
IMP2	0.860
IMP3	0.872
Balanced processing (CR=0.919, α =0.868, AVE=0.792)	
BP1	0.909
BP2	0.902
BP3	0.856

Self-awareness (CR=0.886, α =0.807, AVE=0.722)

SA1	0.853
SA2	0.858
SA3	0.838

2. Organizational affective commitment (CR=0.842, α =0.721, AVE=0.640)

OAC1	0.775
OAC2	0.811
OAC3	0.813

3. Explicit knowledge sharing behavior (CR=0.894, α =0.857, AVE=0.583)

EKSB1	0.727
EKSB2	0.730
EKSB3	0.779
EKSB4	0.806
EKSB5	0.779
EKSB6	0.758

4. Tacit knowledge sharing behavior (CR=0.892, α =0.849, AVE=0.623)

TKSB1	0.776
TKSB2	0.753
TKSB3	0.796
TKSB4	0.794
TKSB5	0.825

Note: CR=Composite reliability, α =Cronbach alpha, and AVE=Average variance extracted

Table 2. Discriminant validity using Fornell & Lacker

	AL	BP	EKS	IMP	OC	RT	SA	TKS
AL	0.742							
BP	0.873	0.890						
EKS	0.667	0.557	0.764					
IMP	0.848	0.681	0.623	0.864				
OC	0.740	0.568	0.526	0.562	0.800			
RT	0.801	0.575	0.502	0.531	0.754	0.892		
SA	0.877	0.712	0.585	0.683	0.622	0.597	0.850	
TKS	0.619	0.474	0.499	0.540	0.686	0.523	0.562	0.789

Note: Diagonal bold values represented Construct discriminant validity and other correlations

Note: AL= Authentic leadership, BP= Balanced Processing, EKS=Explicit knowledge sharing, IMP=Internalized moral perspective, OC=Organizational commitment, RT=Relational transparency, SA=Self-awareness and TKS=Tacit knowledge sharing

Multi-collinearity statistics (VIF)

Multicollinearity assesses by calculating the tolerance (1-R²) and variance inflation factor (VIF) which are two collinearity diagnostic statistics that may help to understand multicollinearity (Sarstedt et al. 2014; Hair et al. 2014). PLS-SEM explored multicollinearity for a set of exogenous constructs toward endogenous in the model. VIF calculates as “1/tolerance” but as a rule of thumb, VIF accepts if the

maximum value 5 or lower with tolerance level >0.2 (Wong, 2013; (Sarstedt et al. 2014 & Coltman, 2008). R2 value facilitates the computation of the VIF of constructs (Sarstedt et al. 2014). Table 3 discloses the values of VIF and tolerance of all constructs under the present study, which designates that our data do not contain any problem of multicollinearity.

Table 3. Collinearity Statistics

Constructs	Collinearity Statistics	
	Tolerance	Variance Inflation Factor VIF
Relational Transparency	0.233	2.725
Balanced Processing	0.553	4.292
Internalized Moral Perspective	0.278	3.597
Self-Awareness	0.456	4.367
Org. affective Commitment	0.367	2.193
Explicit Knowledge Sharing	0.229	1.810
Tacit Knowledge Sharing	0.502	1.992

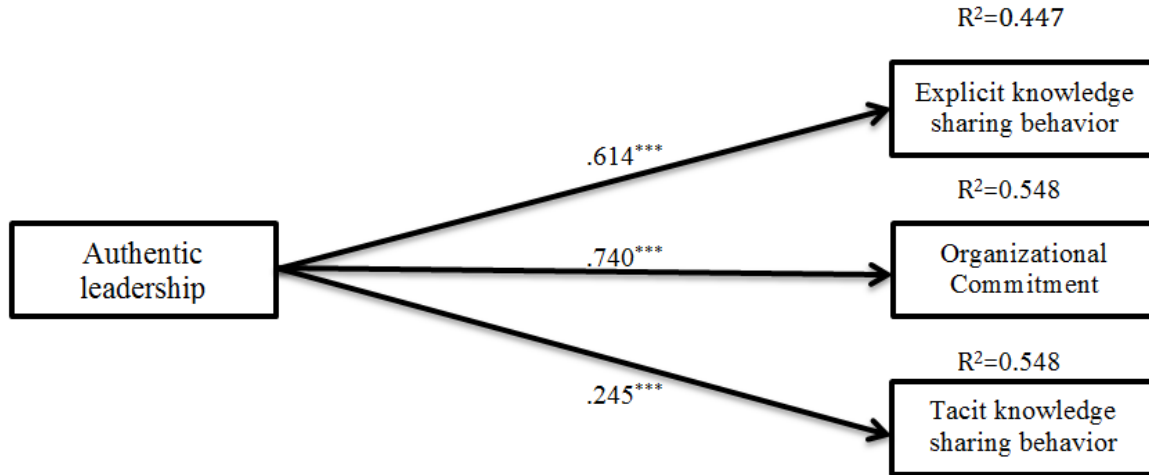
Testing Indications

Structural equation modeling (SEM) was used to test the direct and indirect impacts. Bootstrapping technique was applied with 500 subsamples from the original sample 300 (maximum iterations with stop value-7). A two-tail test is applied at a 5% significant level ($P<0.05$) standard error. At-statistics value must be greater than 1.96, then it can say that there is a significant association (Wong, 2013). Regression coefficient values must befall between +1 to -1 (Hair et al. 2014; Roni et al., 2015; Coltman, 2008; Hair et al. 2013; Hair et al. 2013), explaining path coefficient closer to +1 indicates high positive relationship and reversal shows high negative. If the study consists of mediators, then a researcher should follow the total effects in terms of direct and indirect (Hair et al. 2013; Sarstedt et al. 2014; Hair et al. 2012). So, the present study followed total effects in terms of examining direct and indirect effects (Table 4).

Hypothesis testing

H1 indicated the direct positive and significant relationship between AL and EKSB ($\beta=0.614^{***}$, $t=9.842$) with a significant level ($p<0.05$). H1 was supported and accepted because AL was highly positively correlated with explicit knowledge sharing by demonstrating high regression coefficient. H2 indicated the direct positive and significant relationship between AL and TKSB ($\beta=0.245^{***}$, $t=3.759$) with a significant level ($p<0.05$). The H2 hypothesis was also supported on the above grounds. H3 indicated the direct positive and significant relationship between AL and OC ($\beta=0.740^{***}$, $t=24.304$) at the significant level ($p<0.05$). It can say that there was a strong relationship between AL and OC. H3 showed that AL had contributed to OC much as compared to other constructs. H3 was supported and accepted as the other direct hypotheses. Table 4 reveals the findings of direct effects.

Model 1: Direct effects of authentic leadership toward organizational commitment, explicit knowledge sharing behavior and tacit knowledge sharing behavior



Note: significant*** at (p<0.001) level, significant** at (p<0.01) level and significant* at (p<0.05) level

Fig .2 Direct effects measurement model

Table 4. Direct effects of authentic leadership

<i>Hypo-thesis</i>	<i>Constructs</i>	<i>β</i>	<i>T-Statistics</i>	<i>Confidence Interval</i>		<i>P-Values</i>
				2.5%	97.5%	
<i>H1</i>	AL-> EKSB	.614***	9.842	0.488	0.735	0.000
<i>H3</i>	AL -> OC	.740***	24.304	0.677	0.795	0.000
<i>H2</i>	AL -> TKSB	.245***	3.759	0.125	0.371	0.000

Note: Significant*** at 0.001 level, significant** at 0.01 level and significant* at .05 level

AL= Authentic leadership, EKSB= Explicit knowledge sharing behavior, OC= Organizational commitment and TKSB=Tacit knowledge sharing behavior

Indirect effects

The study applied to bootstrap technique to find the indirect effects. Table 5 demonstrates the indirect effects of authentic leadership toward explicit and tacit knowledge-sharing behavior through organizational commitment. H4 showed the indirect positive but insignificant relationship ($\beta=0.053$, $p>0.05$) between AL and EKSB through the mediation of OC, because the regression coefficient (β) was lower than 0.20, suggested by (Wong, 2013). So, H4 was rejected and not supported the present phenomenon. Thence, H5 proved the indirect positive and significant relationship ($\beta=0.373^*$, $p<0.05$) between AL and TKSB. H5 was supported and accepted due to the significant impact of AL on TKSB through the mediation of OC. Organizational commitment mediates the significant relationship between AL and TKSB but the relationship was not significant between AL and EKSB.

Model 2: Indirect relationship between authentic leadership towards explicit knowledge sharing behavior and tacit knowledge sharing behavior

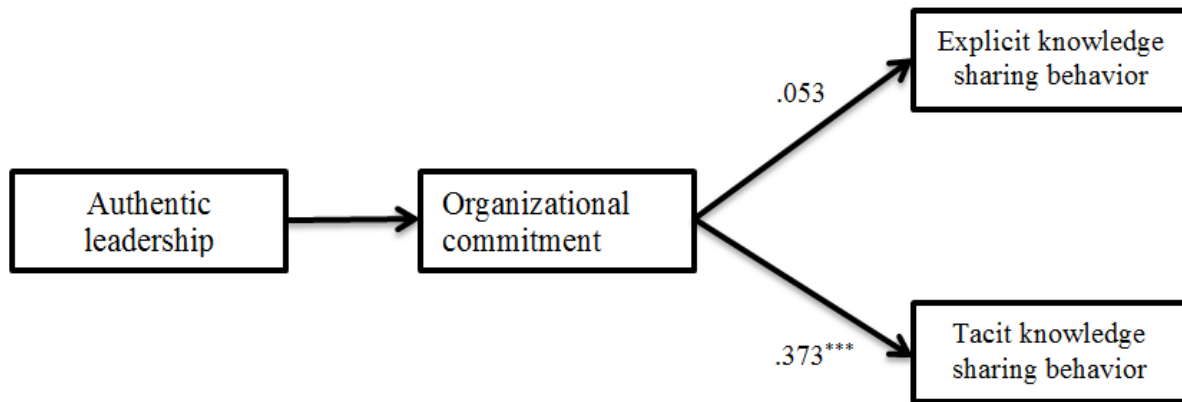


Fig .3 Indirect effects measurement model

Note: significant*** at ($p < 0.001$) level, significant** at ($p < 0.01$) level and significant* at ($p < 0.05$) level

Table 5. Indirect effects of authentic leadership

<i>Hypo-thesis</i>	<i>Constructs</i>	β	<i>T-Statistics</i>	<i>Confidence Interval</i>		<i>P-Values</i>
				2.5%	97.5%	
<i>H4</i>	AL -> OC ->EKS	.053	1.113	-0.035	0.134	0.266
<i>H5</i>	AL -> OC ->TKS	.373***	7.350	0.280	0.478	0.000

Note: Significant*** at 0.001 level, significant** at 0.01 level and significant* at .05 level

AL= Authentic leadership, EKS= Explicit knowledge sharing behavior, OC= Organizational commitment and TKS=Tacit knowledge sharing behavior

Mediation effects

The present research investigates the mediation whether there is partial mediation or full. By doing so, the direct paths of AL toward EKS and TKS were added to Model 2 and compare its significance with Model 1 by beta value's hypothesized difference. Table 6 shows the beta values with significance levels and t statistics of Model 1 and 2. Thence, the direct path between AL and EKS was ($\beta = 0.614***$, $p < 0.05$) but the indirect path failed to fulfill the canon of mediation. This showed that the indirect path between AL and EKS was ($\beta = 0.053$, $p = 0.266$), which indicates the insignificant indirect relationship between AL and EKS.

The OC does not reveal the mediation between AL and EKS which showed no mediation. Besides, there is partial mediation between AL and TKS through OC because Model 1 shows the direct significant effect of AL on TKS at ($\beta = 0.245***$, $p < 0.05$). In this context, the study found the significant indirect effect of AL on TKS at a significant level ($\beta = 0.373***$, $p < 0.05$) through the participation of the mediator, OC. Firstly, there had a significant direct effect of AL on TKS and had also significant indirect effect so, it should be concluded that OC partially mediates the relationship between AL and TKS.

Table 6. Comparison of direct and indirect effects

		Direct effects			Indirect effects			Mediation Status
<i>Constructs</i>		β	<i>T-Statistics</i>	<i>P-Value</i>	β	<i>T-Statistics</i>	<i>P-Value</i>	
<i>H4</i>	AL -> EKSB	.614***	9.842	0.000	.053	1.113	0.266	No-mediation
<i>H5</i>	AL -> TKSB	.245***	3.759	0.000	.373***	7.350	0.000	Partial-mediation

Note: Significant*** at 0.001 level, significant** at 0.01 level and significant* at .05 level

AL= Authentic leadership, EKSB= Explicit knowledge sharing behavior and TKSB= Tacit knowledge sharing behavior

Model Fitness (R² and adjusted R²)

The coefficient of determination (R²) is the most important measure to test the structural model fitness. R² evaluated the combined effect of all latent constructs of the exogenous variable on the endogenous variable (Wong, 2013). Besides, Adjusted R² values reduced the values of R² by the number of explaining variables & size of the sample. Present research had good predictive accuracy/adequacy in terms of R² & adjusted R² values because R² is a measure to test the model predictive adequacy (Joe F. Hair Jr, 2014). The R² and adjusted R² value must be placed between 0 to 1 with a higher level of predictive accuracy and vice versa (Hair et al. 2013; Hair et al. 2014). The research argued that R² values vary from 0.75, 0.50 to 0.25 which respectively describe the as strong, moderate, and weak relationship (Hair et al. 2012; Sarstedt et al. 2014; Hair et al., 2013; Hair et al. 2012). Table 7 reveals that there was good predictive accuracy and adequacy from independent constructs to the dependent constructs.

Table 7. R square and adjusted R square

<i>Constructs</i>	<i>R²</i>	<i>t-values</i>	<i>Adjusted R²</i>	<i>t-values</i>	<i>P-values</i>	<i>Effect strength</i>
Authentic leadership	1.000	26,522.07	1.000	26,522.07	0.000	Strong
Explicit knowledge sharing behavior	0.447	8.476	0.443	8.476	0.000	Moderate
Organizational commitment	0.548	12.221	0.547	12.221	0.000	Moderate
Tacit knowledge sharing	0.498	10.219	0.494	10.219	0.000	Moderate

Note: Significant*** at 0.001 level, significant** at 0.01 level and significant* at .05 level

SRMR (standard root mean square residual)

Standardized Root Mean Square Residual (SRMR) is a covariance residual value of absolute mean (Hair et al. 2012; Hair et al. 2014). If the SRMR value is lower than 0.10 then it considers a good model (Hu and Bentler, 1999) that reveals the good fitness measure of the PLS-SEM model (Hair et al. 2013). The present study found a good SRMR value which is lower than the suggested value of 0.10 (Table .8). The research finally advocated that the measurement model fulfilled all requirements of fitness.

Table 8. SRMR

	<i>Saturated Model</i>	<i>Estimated Model</i>	<i>T-statistics</i>	<i>P-value</i>
SRMR	0.094	0.096	5.346	0.000

A SEQUENTIAL EXPLANATORY PROCESS: QUANTITATIVE TO QUALITATIVE

AL had an indirect positive and significant effect on TKS_B but had no significant indirect effect on EKS_B. To meet this trivial happening, a qualitative study was organized to explain “why does organizational commitment not affect explicit knowledge sharing behavior”. To solve the present problem, 15 structured interviews were conducted to explore what types of factors create obstacles in the way of sharing explicit knowledge and making ways for sharing tacit knowledge among professors. The study found different individual and organizational factors on the ground in which the study failed to judge the employee’s behavior towards explicit knowledge sharing. After conducting interviews, study findings are discussed below:

PHASE II: QUALITATIVE RESULTS

Present research advocated that hypotheses 1,2,3,5 were accepted and supported. These four hypotheses were supported on the subject of a positive and significant relationship and regression effects. Hence, hypothesis 4 failed to meet the significant criteria between authentic leadership and employee's knowledge-sharing behavior through the mediation of organizational commitment. Due to the occurrence of ambiguity, the study conducted interviews (20 to 30 minutes) with industrial employees. The study identified the odd factors which are involved in the uncertainty of employees towards EKS_B. The discussion about different themes is discussed below:

Individual factors

Influence of age & qualification on EKS_B. The workplace comprises individuals who have their views about the world. Old professors have old beliefs, which are they not willing to compromise on them. Participants [5, 9, and 11] uttered that “low educated professors” feel hurdles to share explicit knowledge because they have no technical know-how about [training, management]. Participant [10] thought that [he] is much qualified but the HEIs compensates those professors who have low educated. He and participant 2 remarked,

“Many aged professors think that they are just going to [retire] in near future, so why would they waste their time and energy to share their handmade documents and reports to others. Moreover, they do not do work hard but the situation is that they impose their [own work] on juniors”.

Participants [6,10] elaborated that aged employees understood manual work but new technology is introducing in their public institutions then how will they understand IT services and how will they share with others. They further remarked,

Some professors have nourished in such an environment in which they are not socialist because they have no relation to others i.e. professors, subordinates, colleagues. They have low communication power due to low qualifications.

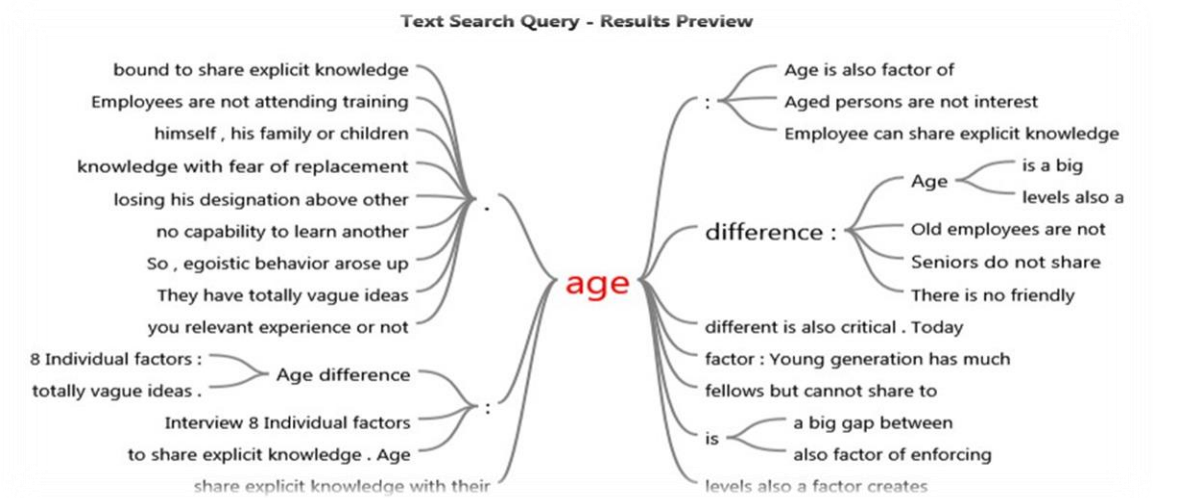


Fig .4 Age word tree

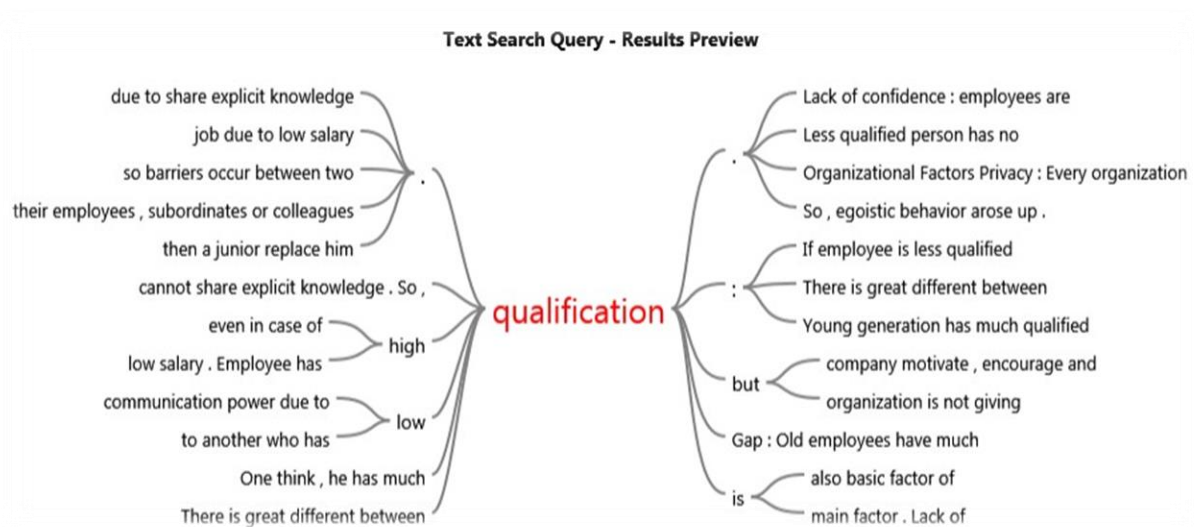


Fig .5 Qualification word tree

Influence of professors' behavior on EKSB. Addinnour, et al., (2002) advocated that many beliefs and traditions of an organization may influence professor behaviors and such type of behavior may influence to drive professor behaviors i.e. like or dislike. Participants [3, 6, 7, and 13] argued that they face rude behavior sometimes in obtaining documents and reports because officials have got commitment with industry and they do not want to share these reports and documents with them. Besides, every human being his psyche. Participants [4, 9, 13, and 15] observed the egoistic behavior of many employees about sharing documents and reports while high privacy. Participants [1, 3, and 7] remarked,

Professors are not willing to share IT know-how with others because officials strictly prohibited the professors. They have thought that if employees get IT know-how then the professors may break up the privacy of the industry and may steal hidden files from the computer.

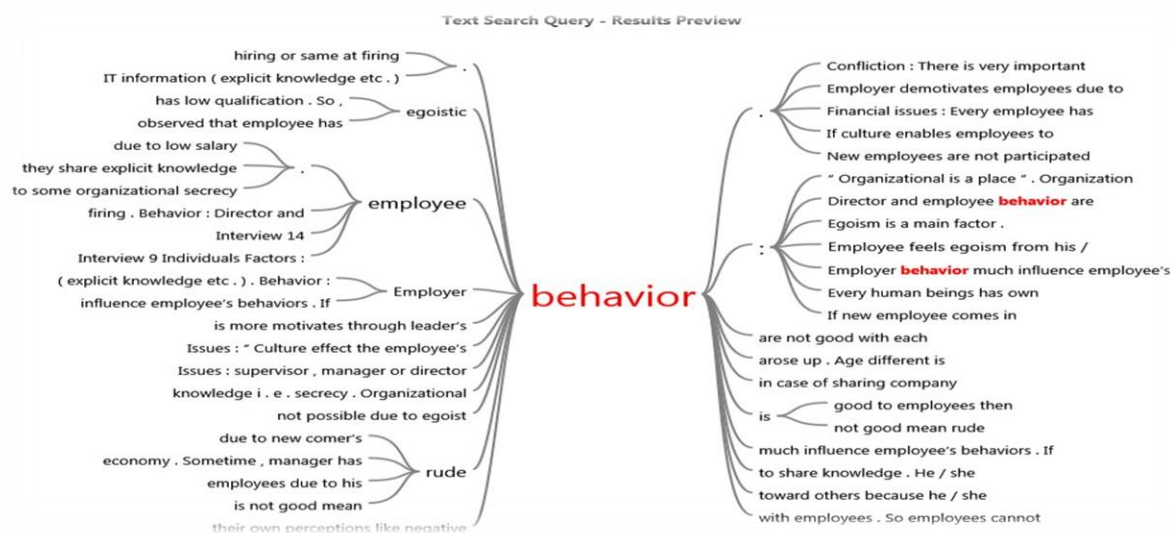


Fig .6 Professors' behavior word tree

Influence of “Fear of losing a job” on EKS B. Participant [6] remarked that job a necessary tool in the 21st century to fulfill the necessities of life as well as mental and spiritual satisfaction. This reveals the great concern for family responsibilities and skill obsolescence from middle-aged people. Participants [1, 3, 6, 9, and 14] remarked,

Lower “Routine”, “semi-routine” and even technical professors are more worried about their placing within an organization than those who hold a higher occupational class.

Participant [1, 15] remarked that when the professor enters into industry then HEIs require his/her intention in work according to HEIs rules and regulations. So, when the professors get commitment within HEIs then how can it possible for them to share institutional documents, reports and IT contents with other professors. Besides, professors indulge in fear of losing their job. Participant [15] reassured that professors were filled with fear when once they got commitment within HEIs. For instance, they have nothing to do more but still attach to industry until their retirement.

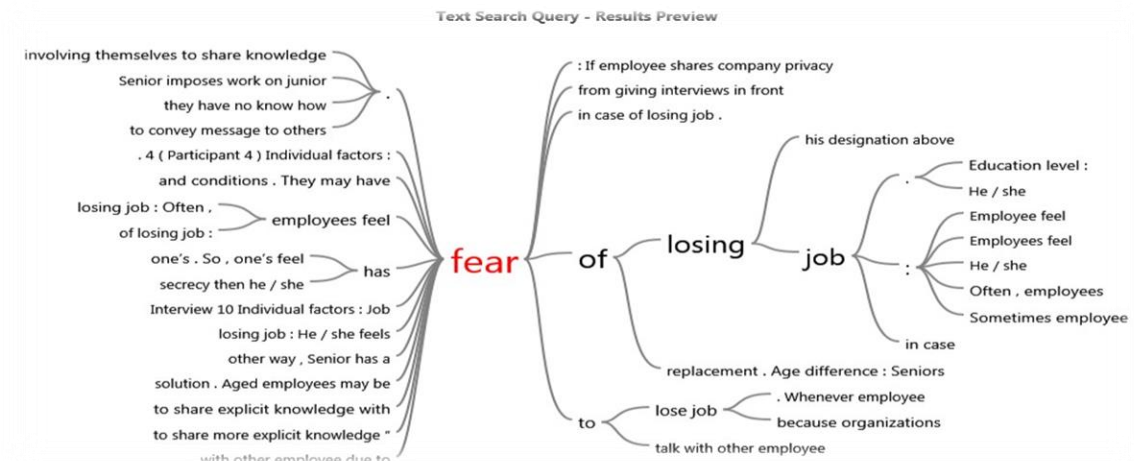


Fig .7 Fear of losing job word tree

Organizational Factors

Influence of Financial Issues on EKSBS. Participants [8, 9, and 12] reassured that rewards and incentives should be given to professors on a best performance to promote and recognize their efforts towards HEIs. Participant [4] told that once she needed monetary support but HEIs discharged her request by thinking that she is a permanent employee and she cannot leave HEIs due to her commitment. As a consequence of this fact, she dislikes sharing her handmade documents, technical know-how, and IT capabilities with the other professors because she knows that she is not benefiting from this act. Participants [7, 13] suggested their views,

Monetary rewards are more substantial than words. If HEI provides a better reward system, extra-time wages, and bonuses to committed [permanent] professors than those who are temporary then they would share their important documents containing industrial competencies and computer know-how... to other employees. Besides, they require encouragement from institutional leaders.

Participant [10] uttered that he attaches emotionally to an organization; [he] says that HEIs' problem is his problem but in return, he is not compensating for this vigorous performance. Then he says that why will he be mentoring other professors in training, IT services, documents, and reports.

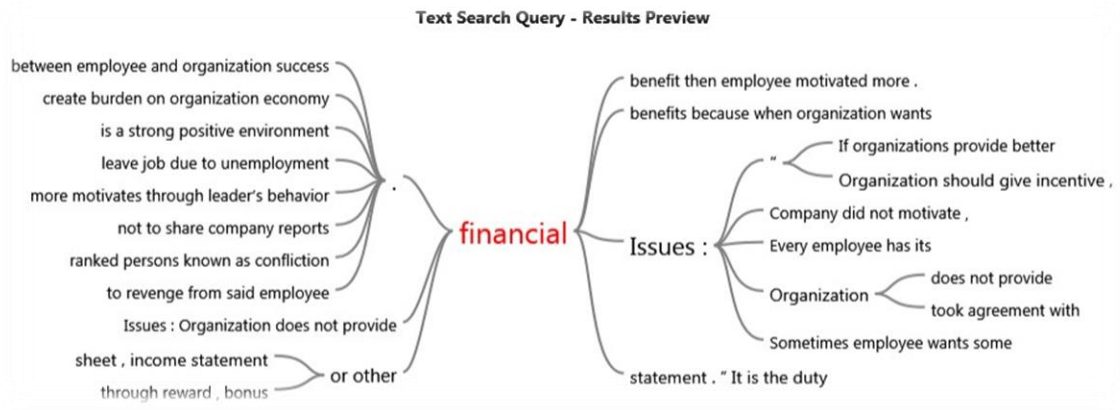


Fig .8 Financial Issues word tree

Influence of “Lack of technology” on EKSB. The world is passing through technological enhancements. These enhancements led the human beings in a small village like as term “global village”. Participants [2, 5, 9, and 11] told that [they] have reached up to age [40-50] and have old enough to learn new technology but they are committed employees within HEIs. They say further that they do not know the field of information technology, [so] how will they teach technology to other professors on the institutional grounds and say no to technology. Thenceforward, participant [8] remarked,

Young professors enhance their capabilities with the subject of information technology but they do not show emotional attachment within the HEIs because they prefer their career financially instead of industrially. They are always waiting for more monetary advantages rather than a committed place.

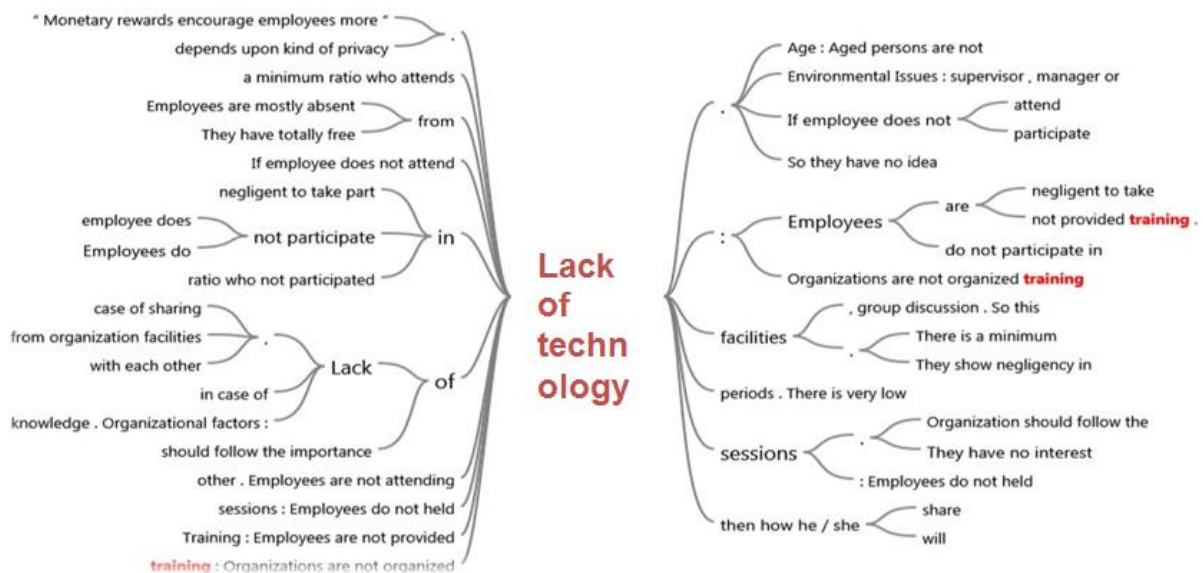


Fig .9 Lack of technology word tree

Influence of Privacy on EKSB. The contemporary world is a technological world in which every firm is facing security threats (Allen, A., 2011). When the HEI hires a professor then she signs an agreement with that professor, not to share the institutional privacy. The study found that privacy is the biggest factor that abstains professors, [not] to share explicit knowledge [documents, reports, and training tutorials]. Participant [1] coded example of ISI (Inter-services intelligence):

Our defensive agency “ISI” bounds the person for 10 years even after his/her retirement with the subject to not share any type of information about it. These persons cannot share any secrets because privacy is a major issue in every organization.

Participants [5, 7, 10, and 14] remarked that loyalty is a discriminant factor that creates hindrance in the way of sharing documents, memos, IT breakdowns, and other company secrets. Participant [11] told that she has substantial emotions towards her industry then how can it possible for her to distribute industrial important documents among other professors. She further told that if she will do this then she will get responsible for that act and maybe fire from her designation. Participants [8, 10, and 15] reassured that sometimes, mentoring authorities strictly prohibited the trusty professors with subject not to share training information that only related to them. Participant [7] remarked,

He is a permanent [committed] professor of HEI. He has made contact with other professors with content to maintain the privacy of HEIs. He further said that he is a trusty professor of HEI in Pakistan. So, he will not want to [breach contract] despite any monetary influence.

The study concludes that the professors were not willing to revolt against an institutional policies, rules and regulations because HEIs enforced fellows to maintain privacy regarding institutional patents, symbols, or methods which she stayed under prohibition. Participant [6] remarked,

In a competitive world, every organization maintains secrecy about their tool passwords, the method of using machines, and secret documents. He found that privacy directly related to company documentation.

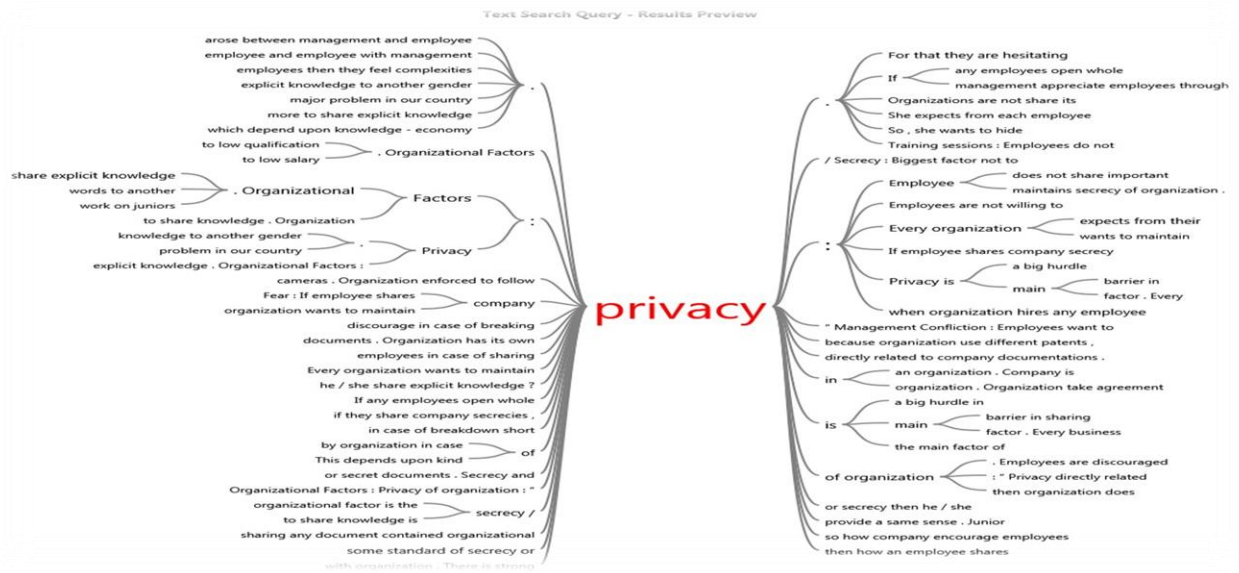


Fig .10 Privacy word tree

Influence of Work burden on EKSB. The workload is an issue facing all of the countries including individuals as well as employees and it got worse against these challenges with the subject to the economic world. The stress of work is building a human as [unstoppable machine]. Participants [2, 5, and 15] reassured that they are committed professors of HEIs, [they have more work than those professors who are newly joining HEI. So, they have no time to teach newcomers, no desire to train others, and no idea about technical know-how. Participant [7] has controversial ideas,

HEIs impose the maximum work on committed individuals than temporary because committed personnel has much experienced and is liable for any up and down. HEIs are giving freehold to temporal individuals. So, they [personnel] are facing work overload and have no time to share training with others.

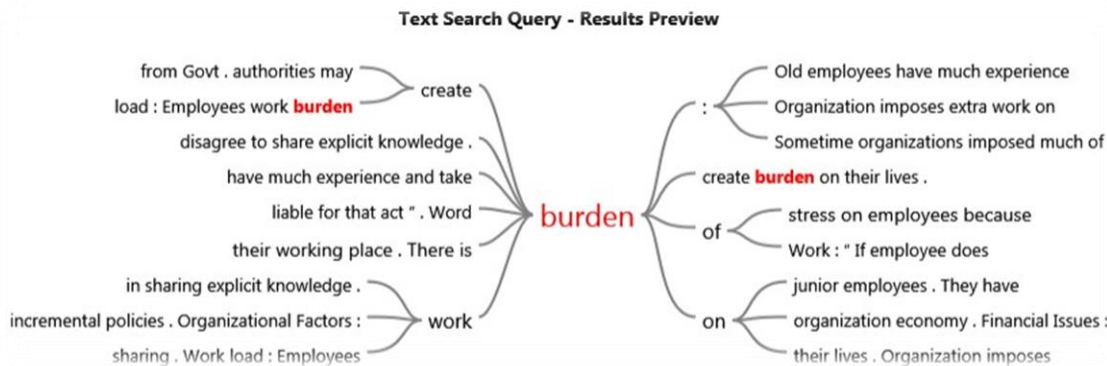


Fig .11 Work burden word tree

Discussion and Integration of Quantitative and Qualitative Findings

The main objective of the present study was to investigate the direct and indirect impact of authentic leadership on tacit and explicit knowledge sharing about public libraries in Lahore, Pakistan. The findings supported research tenants, showing the positive and direct effects of authentic leadership toward organizational commitment, explicit knowledge sharing behavior, and tacit knowledge sharing behavior. Besides, the research proved the direct effect of authentic leadership on explicit knowledge sharing behavior but did not prove the indirect effect on explicit knowledge sharing behavior. To clarify this problem, the study used mixed method research as “explanatory research design” to support the insignificance between AL and EKSB through the mediation of OC.

Therefore, the more authentic the professors understand their leaders to be, the more likely they would share tacit and explicit knowledge. In turn, the impact of authentic leadership on tacit knowledge sharing behavior is partially mediated by organizational commitment, and no mediation is found between AL and explicit knowledge sharing behavior due to severe type of individual and organizational issues (See Qualitative results). The partial mediation of organizational commitment designates that authentic leaders is characterized by their behavior (i.e. relational transparency, internalized moral perspective, self-awareness, and balanced processing) in the goals and missions of sharing knowledge to be achieved, where all the employees do commitment emotionally, share their expertise, act as apprenticeship and mentorship, share intuitive rules using metaphors and storytelling and make interactions to other employees. The research results are consistent with the findings of other researchers by (Anvari, 2014; Kim, 2016; Molero, 2016; Emuwa, 2013; Fahad et al. 2015; Azeem, 2016) who investigated a positive impact of AL on organizational commitment, tacit and explicit knowledge sharing behavior.

Precisely this commitment shaped by these authentic leaders motivates professors' knowledge sharing with content to achieve objectives. These findings coincide with (Anvari, 2014; Kim, 2016; Molero, 2016), who also explored the positive impacts of AL on the knowledge-sharing behavior of employees. The results also showed the positive direct relationship of AL with tacit and explicit knowledge sharing. With more details, leaders who exhibit a more balanced, transparent, aware, and ethical behavior would more definitely encourage their employees' sharing and commitment. This result precisely coincides with (Azeem, 2015) who explained the similar positive and significant relationship. Besides, another way to stimulate knowledge-sharing behavior from authentic leaders to their subordinates is to formulate a strong sense of commitment in them. Therefore, this sense helps the more the professors to do commitment, the more they will be a desire to share knowledge.

It is credible that the core of the private food sector may perfectly adopt authentic leadership as an ideal style being relationship-oriented. This type of leadership can have a great deal to build a relationship environment that defines the accuracy of workers. With the help of the positive behavior of authentic leaders, professor commitment may likely be increased. This relationship of AL and OC support the findings in the public HEIs. First of all, authentic leaders must seek out the behaviors of their followers while discussing issues related to professors' work. Authentic leaders share important information in an honest and open environment and are always balanced to know, how to perceive information. Besides, authentic leaders act as role models to inspire and motivate their followers through a set of behaviors that lead to a stronger commitment to achieving organizational goals (Gardner et al. 2011).

Walumbwa et al. (2010) stayed the notion of authentic leadership in which it encourages commitment away from the estimated levels of unrestricted effort when they explored a positive

and significant association between AL and organizational citizenship behavior. Mayer & Allen, (1993) supported the concept that affective commitment is the most significant predictor to remain within an industry. AL had no significant indirect effect on professor' explicit knowledge sharing behavior through organizational commitment. This indirect effect of AL on explicit knowledge sharing behavior has tragically reverse findings than (Molero, 2016). This relationship was investigated in a way in which professors had a strong feelings for HEIs. This relationship was explained by the degree to that professors had a strong emotional attachment to industry and the degree to which they were not sharing explicit knowledge.

For this purpose, the study used mixed method research i.e. explanatory research design to explain the reason. 15 structured interviews were conducted to find out the hidden factors that why employees are not sharing explicit knowledge (i.e. documents, reports, training competencies, and encouragement). The study identified privacy as the biggest factor in the subject to those professors who got commitment within HEIs. Their lives are devoted to HEIs and for the betterment of that HEI. Professors remarked that they are strictly prohibited by two main factors (1) individual factors including age & qualification, fear of losing job and professors' behavior, and (2) organizational factors including privacy, lack of technology, financial issues, and work burden. At HEIs level, once professors have got commitment and surrendered themselves under the boundary lines of educational institutions. That is, they face a lot of troubles like; they remain the professors of one HEI and vice versa.

Managerial Implications

In addition to the above discussions, the present study expands the core of AL by demonstrating that it is linked with extra-role behaviors of professors about knowledge sharing. The true and fair results of the present study show that AL is a prominent theory regarding the principles of Walumbwa et al. (2008), in explaining that AL is a most rigorous theory to reinforce and stimulate the individuals and professors to share ideas and facet of knowledge either with the help organizational commitment or AL itself. Empirical studies explore that the honest and moral behaviors of leaders are well positively associated with the behaviors of individuals as well as employees to share knowledge (Molero, 2016; Gardner et al. 2011). But too much extent, it is proved that employee's behaviors in case of commitment toward explicit knowledge sharing were not significantly attained because they give priority to their job than sharing documents, reports, and training contents, etc. The study suggests that authentic leadership should be developed in industries to stimulate the employee's commitment to sharing tacit and explicit knowledge. AL dimensions proved very useful to HRM managers;

Self-awareness – The study recommends the best and foremost method for HRM managers is to expand their self-awareness abilities. Therefore, industries can hire a third party for disseminating and obtaining results to develop their AL through user's awareness to be perceived. HRM managers would keep a high level of self-awareness; (1) comprehended their own emotional and psychological strengths, (2) comprehend the leader's characteristics i.e. tendency to judge, gregariousness, control and need for approval affect professors library knowledge sharings, (3) induce employees to confess their frustrations, elation and their need for life.

Balanced processing –HRM managers should provide alliance in case of stiff data, emotional, psychological, and social data which should be applied in decision making. HRM managers should teach optimistic views and teach their followers to face opposite views with patience. HRM managers would be taken better decisions when they can face negative and opposite opinions against them.

Relational Transparency – sometimes, relational transparency may find stiff because one is not in a position to apparent one's emotion. Most managers have a desire to be trusted but managers would be displayed unethical behavior to make professors more informative. This unethical behavior induces transparency and reduces the level of trust.

Internal moralized perspective – Internalized moral perspective is the combination of two dimensions; (1) moral perspective and (2) self-regulation. HRM managers should adopt moral values, ethics, and storytelling to encourage behaviors towards their followers through internal principles. The study suggests that managers should become aware of their moral codes and learn how to act graciously with the help of their principles and moral values.

Limitations and Future Research

After a long debate, the present study concluded few limitations. The main limitation is a cross-sectional and correlational research design. There is a need for longitudinal and experimental research designs to verify the cause and effect relationship among constructs because cross-sectional and correlational designs cannot be guaranteed. The rating of knowledge sharing behavior was measured by participants themselves; hence the responses of professors can be overvalued as a result of social desirability. Future studies may be conducted to test the students' behaviors of sharing explicit and tacit knowledge about public libraries. There is a need for a wide range of surveys, in terms of location, size of institutions, different groups; the size and activity of HEIs make it possible to generalize the findings to expand the sharing behaviors. Future study may be a focus on the different types of knowledge concerning differential influence i.e. implicit and tacit knowledge. Future studies may also be conducted on organizational culture as a mediator between authentic leadership and knowledge-sharing behavior.

Conclusion

Research advocated that 4 hypotheses were accepted and supported but one hypothesis was rejected due to influential factors that hinder the relationship between AL and professors explicit knowledge sharing behavior through the mediation of organizational commitment. When leaders will develop interactions with their followers then they will agree to express their emotions toward HEIs. The purpose of using explanatory research design was that hypothesis 4 did not find the indirect relationship between AL and professors' explicit knowledge sharing behavior because certain individual and organizational factors resisted the employees in relation not to share company privacy documents, reports, training facilities, and IT specialties to other employees. Study results are most important for public HEIs where maintaining privacy is a fundamental control of institutional management, where professors face workload because they get commitment and survive for the betterment of an industry (Kim, 2016). Besides, the HEIs rely on committed employees more than temporal employees. In turn, they devote their lives and deaths to the progress of HEIs. Thus, they remain prudent in their daily activity.

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