

Knowledge-Oriented Leadership and Tacit and Explicit Knowledge-Sharing Behaviors: A Moderated Mediation Model of Emotional Intelligence and Self-Efficacy

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ABSTRACT

Purpose - Drawing from social cognitive theory, the present study examines the impact of knowledge-oriented leadership on knowledge sharing behaviors (tacit and explicit). Moreover, this study examines the intervening effect of self-efficacy between the relationship of knowledge-oriented leadership and knowledge sharing behaviors (tacit and explicit). Furthermore, this study investigates the moderating role of emotional intelligence between the relationship of knowledge-oriented leadership and self-efficacy.

Study Design/Methodology/Approach - Two hundred and ninety-five permanent employees of service sector organizations (i.e., banking, telecommunication, and media) voluntarily participated in a data collection survey which was conducted using a three-week temporal separation method. Data was analyzed using statistical software, i.e., SPSS and Smart-PLS to assess the reliability and validity of the constructs and test the direct, indirect, moderation, and moderated mediation relationships of the variables.

Findings - The findings showed that knowledge-oriented leadership strongly predicts tacit and explicit knowledge-sharing behaviors, and self-efficacy mediated this relationship. Moreover, results support the moderation of emotional intelligence between knowledge-oriented leadership and self-efficacy.

Research Limitations- To bring a deeper understanding of how organizational and personal factors influence the knowledge-sharing behaviors of the employees, future research should investigate the potential mediating mechanisms, i.e., trust in leadership and learning goal orientation and the moderating role of psychosocial safety climate using the specific leadership style, i.e., adaptive, and humble leadership.

Originality/Novelty- The findings of this study suggest that organizations focus on the enhancement of knowledge-related skills of the management which encourages the subordinates for higher self-efficacy regarding the sharing of tacit and explicit knowledge. Moreover, this study highlighted the importance of emotional intelligence for the enhancement of self-efficacy; also, emotional intelligence indirectly helps individuals demonstrate knowledge-sharing behaviors (tacit and explicit).

Keywords: Knowledge-oriented leadership (KOL), Self-efficacy (SE), Emotional Intelligence (EI), Tacit Knowledge Sharing (TKS), Explicit Knowledge Sharing (EKS), Knowledge Sharing Behaviors (KSBs), KM (Knowledge Management), KS (Knowledge Sharing), Social Cognitive Theory (SCT).

JEL Classification: J28, J30, M1

1 | INTRODUCTION

When a person leaves an institution, their expertise is also lost, and if the individual fails to transmit their expertise to the organization, the organization may experience a depletion of its human capital ([Shamim et al., 2019](#); [Yang & Wan, 2004](#)). Knowledge is a powerful strategic tool for causing organizational innovations ([Ode & Ayavoo, 2020](#)) and obtaining a competitive advantage ([De Bem Machado et al., 2022](#)). Organizations implement knowledge management ([Dadashi et al., 2023](#)) strategies to optimize their employees' performance by enabling efficient interpersonal interaction, exchanging ideas, interactive collaboration, and sharing expertise ([Kosklin et al., 2023](#)). Additionally, organizations also adopt KM processes to transform personal knowledge into organization-level knowledge ([Edwards, 2022](#); [Kim & Lee, 2013](#)) so that organizations can use this knowledge for survival and competitive advantage through innovations. Today's organizations are critically concerned with managing and retaining valuable knowledge drained out from outgoing employees ([Cillo et al., 2022](#); [Shamim et al., 2019](#)). Knowledge-sharing behaviors (KSBs) of individuals are associated with the interpersonal communication and interaction of humans especially at the workplace through which they share task-related knowledge and information to complete their official tasks efficiently and to benefit others (i.e., peers, seniors, and subordinates) ([Nurhidayati & Zaenuri, 2023](#); [Wang & Noe, 2010](#)). These behaviors (KSBs) are associated with team creativity ([Edeh et al., 2022](#)), open innovation ([Rehman et al., 2022](#)), team effectiveness ([Jamshed et al., 2017](#)), and organizational learning ([Antunes & Pinheiro, 2020](#); [Zhang et al., 2023](#)). To minimize this negative thinking of the employees about sharing knowledge with others as they perceive that it may hinder their career development and growth ([Fauzi, 2023](#)), organizations need an environment that motivates, encourages, and rewards KSBs ([Heisig et al., 2016](#); [Sa'adah & Rijanti, 2022](#); [Shamim et al., 2019](#)) because it offers organizational economic and strategic growth ([Arsawan et al., 2022](#); [Sahibzada et al., 2023](#)).

Leaders have a pivotal role in cultivating a cultural environment that highly emphasizes acquiring knowledge and disseminating ideas ([Chughtai et al., 2023](#); [Jia et al., 2023](#)). Traditional leadership roles are shifting to the knowledge era ([Le et al., 2022](#); [Sa'adah & Rijanti, 2022](#)), where KSBs are valued for innovation and performance ([Ben, 2022](#)). To effectively use KM techniques and prioritize education, organizations must establish knowledge-oriented leadership (KOL), demonstrating a strong commitment to fostering an environment of knowledge and information sharing within their organizations ([Jia et al., 2023](#)). Moreover, these leaders motivate and encourage their subordinates to share knowledge which enables the organizations to face future challenges successfully and efficiently ([Nurhidayati & Zaenuri, 2023](#)). Moreover, KOL differentiates itself by placing a high value on knowledge development, dissemination, and application as fundamental pillars for achieving organizational goals ([Jia et al., 2023](#)). This leadership style acknowledges the significance of information as a vital resource that enables organizations to foster innovation, adapt to changing circumstances, and attain a competitive edge ([Naqshbandi & Jasimuddin, 2018](#)). Additionally, these leaders become role models and facilitators for their subordinates by promoting the environment of sharing knowledge through learning and trust among team members ([Donate & Guadamillas, 2010](#)).

Self-efficacy (SE) pertains to a person's confidence to successfully execute the necessary activities to attain a desired objective ([Bandura, 1982](#); [Bandura et al., 1997](#)). SE is an individual capacity to deal with complexities in an efficient way ([Klaeijssen et al., 2018](#)); also, it motivates individuals to accomplish their personal and

organizational goals in complex circumstances ([Ochoa Pacheco et al., 2023](#)). SE is imperative for individuals to share their knowledge to help others ([Lai & Hsieh, 2013](#); [Othman, 2014](#)). Because SE is a self-regulation process for the demonstration of intentional attitudes and behaviors, so, when employees feel confident about their skills and abilities they feel motivated and share them with others to confront task-related challenges, problems, and barriers ([Bandura, 1994](#); [Bandura et al., 1997](#); [Chen et al., 2012](#)). Additionally, SE is considered a key predictor of KSBs ([Wang & Noe, 2010](#)), and support of leadership also motivate and encourage the employees through which they feel confident about their abilities and skills ([Javed et al., 2021](#)), based on this notion, the researchers of this study argue that KOL support, encourage and motivate the environment of sharing of knowledge which indirectly enhances the SE of employees.

Scholars acknowledge the significance of emotions in the daily professional environment within organizational settings ([Frandsen & Morsing, 2022](#); [Gorbatai et al., 2021](#); [Hericher & Bridoux, 2023](#)). Emotional intelligence (EI) is described as an individual's capability to efficiently control and handle adverse emotional states, including but not limited to stress, nervousness, and rage ([Alessandri et al., 2018](#)), and these characteristics of general human personality. Furthermore, emotions have the potential to exert both beneficial and harmful influences on attitudes, underscoring the significance of understanding the essentiality of effectively regulating these emotions, both inside ourselves and with other individuals ([Khan et al., 2023](#)). Self-awareness and self-regulation are fundamental mechanisms of EI, and research has demonstrated their significant role in fostering the growth of SE ([Black et al., 2018](#)). Individuals who possess EI not only cultivate a strong belief in their abilities in the form of SE but also serve as triggers by inspiring and assisting co-workers and teammates ([Fugate & Kinicki, 2008](#)).

The present study contributes to the literature on knowledge management, psychology, and leadership by examining the direct effect of KOL on KSBs (tacit and explicit). Additionally, this study investigates the mediating impact of SE between the relationship of KOL and KSBs (tacit and explicit). Further, this study contributes by explaining the moderating role of EI between the relationship of KOL and SE. There has been a growing scholarly interest in the mechanisms by which organizations acquire, assimilate, cultivate, evaluate, and leverage knowledge, owing to knowledge's pivotal role in contemporary strategic initiatives and objectives ([Cox & Overbey, 2022](#); [Johannessen, 2021](#)). In the current era of the knowledge economy, there is a war of competition between organizations for the attainment of competitive advantage and to lead the market, which can be possible if organizations focus on how to utilize the knowledge of organizations and workforce in a better way. Prior research has examined the impact of KOL on KSBs as a whole construct ([Naz et al., 2019](#)), while in this study, the researchers of this study examined the impact of KOL on tacit and explicit KSBs separately. In earlier studies, the impact of numerous factors has been discussed on KSBs, but the linkage between KOL and tacit and explicit KSBs is not studied separately ([Banmairuoy et al., 2022](#); [Thomas & Gupta, 2022](#)); while addressing this gap, the present study examined the impact of KOL on dimensions of KSBs, i.e., tacit and explicit as proposed in Figure-1. The significance of EI and SE, especially in the service sector profession, lies in their ability to aid individuals in comprehending and regulating their emotions while also facilitating productive and proficient interactions with consumers ([Khan et al., 2023](#)) and increasing organizational performance through effective communication and complex problem solutions at the workplace. Research is scarce where SE is used as a mediator between KOL and KSBs (tacit and explicit); therefore, the researchers of this study use SE as a mediator to answer the call of

Vandavasi (2020) and Czyzowska and Gurba (2021). The role of personality is imperative for enhancing self-confidence and positive outcomes; therefore, in this study, the researchers use EI as a moderator by following the suggestions of Chughtai and Khan (2023) on the relationship between KOL and SE.

2 | LITERATURE REVIEW

The social cognitive theory (SCT) is widely used in different organizational settings in numerous studies to explain different phenomena, i.e., knowledge-oriented leadership (KOL), knowledge management (KM), empowerment, (Malik et al., 2023), KOL, KM behaviors and innovation performance (Zia, 2020), KOL, team efficacy, team cohesion, team commitment, team collaboration and performance (Khan et al., 2023), KOL, team management conflict, deceptive knowledge hiding and innovation capabilities (Donate et al., 2022), emotional intelligence (EI), leadership, and talent management practices (Baharin et al., 2023). SCT of organizational management (Wood & Bandura, 1989) explains the psychological and organizational functioning that connects humans with the duals to acquire organizational knowledge by observing others during their social interactions and learning experiences required for organizational excellence. Individuals acquire organizational knowledge by observing others during social interactions and experiences at work (De Bem Machado et al., 2022). Moreover, it has been observed that efficient individuals, groups, and societies who are strengthened in emotions can better handle difficulties and hold the ability to change circumstances into opportunities (Bandura, 1999). Moreover, personal factors such as sentiments, beliefs, genetic traits, societal and biological features, and the surrounding atmosphere all impact the likelihood that an individual will follow and engage in a particular conduct (Bandura, 1989, 2001). Based on the theoretical lens of SCT (Wood & Bandura, 1989), the researchers of this study posit that the SE of individuals enables them to demonstrate positive behaviors and attitudes in the workplace. Whenever individuals feel the similarity of their knowledge with others, i.e., leaders, colleagues, and others, they feel confident about their knowledge (tacit and explicit), and they confidently share with others which leads to solution to complex problems at the workplace. Similarly, external circumstances such as friends and family, networks, employment, or scheduled and unplanned occurrences influence whether or not a person engages in an action, as do the person's traits (Bandura, 1989, 2001). Following the lens of SCT (Wood & Bandura, 1989), the researchers of this study posit that characteristics of leaders influence the behaviors and attitudes of the employees, i.e., SE and KSBs (tacit and explicit); therefore, the researchers of this study use KOL as an external factor. In contrast, personal factor beliefs and traits of individuals helps them to shape their attitudes and behaviors, i.e., self-efficacy. By following the notion SCT the researchers of this study use EI as moderator between the relationship of KOL and SE. Leaders, by their positions, are better able to direct and manage knowledge within their organizations to gain a competitive advantage (Lo & Tian, 2020; Sadeghi & Rad, 2018). The theoretical lens of SCT (Wood & Bandura, 1989) provide support for the link between KOL, SE and KSBs (tacit and explicit) (Chaithanapat et al., 2022).

2.1 | Knowledge-Oriented Leadership, Self-Efficacy and Knowledge-Sharing Behaviors

Knowledge can be understood as a systematic method of evaluating and assimilating novel information and concepts, which emerges from a combination of personal interactions, societal standards, pertinent data, and practical observations (Davenport & Prusak, 1998). Nonaka and Takeuchi (1995) categorize knowledge into tacit or explicit. Where tacit knowledge describes the beliefs, values, and viewpoints people see and define differently (Nonaka, 1991). It is a cognitive process where most people find it difficult to express their knowledge (Holste &

[Fields, 2010](#); [Wang & Wang, 2012](#); [Zhang et al., 2023](#)), but shared experiences of individuals help them to transfer tacit knowledge to others ([Nonaka, 1991](#)). This knowledge resides in individuals' minds and is challenging to codify; almost 42% of organizational knowledge is clinched in the human mind ([Singh & Thurman, 2019](#)). According to Park ([2022](#)), explicit knowledge refers to information that possesses a consistent and unchanging nature, and this knowledge is documented, structured, conceptualized, consciously understood, and can be gathered and shared by many means, such as symbols, storytelling, and technological tools. Moreover, explicit knowledge can be codified and transferred formally and efficiently, and once this knowledge is converted, it can be shared and transferred to others through social interactions ([Nonaka & Takeuchi, 1995](#)).

Self-efficacy (SE) pertains to individuals' perceptions of their capacity to effectively navigate challenges and succeed in their professional endeavors ([Bandura, 1982](#); [Sutton & Fall, 1995](#)). Research evidence demonstrates that SE is significantly linked with an individual's objectives and preferences in the realm of learning, which also have a notable effect of strengthening one's optimism ([Zuffianò et al., 2013](#)). Moreover, SE is a fundamental cognitive prerequisite that governs an individual's intellectual processes, emotional experiences, and decision-making processes regarding their psychological well-being ([Chughtai & Khalid, 2022](#); [Komarraju & Nadler, 2013](#)). Individuals with higher levels of SE can deal with uncertain and challenging circumstances at the workplace and better know how to cope with stressful situations ([Liu & Li, 2018](#)). SE influences the attitudes and behaviors of individuals, and employees with higher SE are more likely to share their knowledge as compared to low levels of SE ([Safdar et al., 2021](#)). Moreover, a higher level of SE enhances the confidence, skills, and abilities of the individuals which forces them to share their knowledge with their colleagues at the workplace ([Bilginoğlu & Yozgat, 2018](#); [Safdar et al., 2021](#)).

According to existing research, there is evidence to show that individuals who see their supervisors as treating them courteously and helping tend to reciprocate by displaying positive attitudes, which, in turn, has been linked to increased productivity among these employees ([Dirks & Ferrin, 2002](#)). It is a pragmatic approach to stimulating new knowledge creation, sharing, and utilization ([Mabey et al., 2012](#)). It refers to a leader's attitude or actions that stimulate knowledge sharing ([Shamim et al., 2019](#)) and the emergence of new knowledge to change thinking and collective outcomes ([Mohsenabad & Azadehdel, 2016](#)). Numerous studies state that the knowledge orientation of leaders works as a motivational factor that facilitates knowledge sharing and transformation ([Bryant, 2003](#); [Vaccaro et al., 2012](#)). The essential characteristics of KOL, as identified in prior research, encompass several aspects such as consultation, support, promotion of knowledge dissemination, delegation, coaching, encouragement, recognition, exemplifying innovation, vision provision, incentive systems, and intellectual excitement, all of which contribute to the facilitation of knowledge transmission and expansion ([Mabey et al., 2012](#); [Shamim et al., 2016](#); [Williams & Sullivan, 2011](#)). It has been observed that the SE of the subordinates can be enhanced when individuals get persuasion (which gives confidence to the subordinates that they have formal ability for the completion of task) and supportive learning from their leaders ([Wang et al., 2015](#)). Hence, the researchers of this study predicted as under:

- Hypothesis 1a: Knowledge-Oriented Leadership has a positive impact on Tacit Knowledge Sharing.*
- Hypothesis 1b: Knowledge-Oriented Leadership has a positive impact on Explicit Knowledge Sharing.*
- Hypothesis 2: Knowledge-Oriented Leadership has a positive impact on Self-Efficacy.*

2.2 | Mediating Role of Self-Efficacy

Transfer of knowledge from one individual to another is considered knowledge-sharing behaviors (KSBs), and this activity individuals perform at group and organizational levels to help and facilitate others ([Abbas et al., 2013](#); [Safdar et al., 2021](#); [Schwartz, 2005](#)). Individuals also engage in KSBs (tacit or explicit) activities as a means to experience happiness and enhance the effectiveness of their organizations in attaining predetermined objectives ([Chong et al., 2019](#)). KSBs also refer to the procedure by which individuals, social groups, and organizations engage in endeavors aimed at exchanging information, competencies, and abilities, and this exchange can occur within several contexts, including interpersonal relationships, familial networks, community settings, and organizational structures ([Eid & Al-Jabri, 2016](#)). Individuals with higher SE beliefs can deal with complex circumstances in the workplace ([Maddux, 2016](#)). Moreover, confident individuals also play a valuable role in KS activities within organizations ([Bilginoğlu & Yozgat, 2018](#); [Kaewchur & Phusavat, 2016](#)).

Self-efficacy (SE) relates to how people judge their capabilities to shape their course of action to achieve desired performance goals ([Bandura et al., 1997](#)). People regulate their motivation and performance through several mechanisms, including their belief in personal efficacy ([Lyons & Bandura, 2019](#)). Individuals with a strong belief in their capabilities can better mobilize their cognitive, and motivational, resources, and actions to control life events ([Wood & Bandura, 1989](#)). It has been observed that individuals' beliefs about their SE can be instilled by increasing their capabilities through effect management strategies of encouragement and motivation, social persuasion of individuals about their success and capabilities, and through the enhancement of psychological states ([Wood & Bandura, 1989](#)). Motivation from organizations, peers, and leaders serves as a catalyst that allows people to nurture the belief in their capacity to attain a superior level of efficiency ([Tschannen-Moran & McMaster, 2009](#)). People with the same skill set may perform differently depending on SE beliefs which may augment or spoil their motivation and efforts ([Ferdowsi & Razmi, 2022](#)). Likewise, when employees find similarities in their knowledge with others, they feel confident about their knowledge and motivated to share it with others. Existing research indicates that individuals with higher SE tend to exhibit a greater propensity for KSBs than those with lower SE levels ([Carmeli et al., 2013](#); [Le et al., 2018](#)).

Leadership can be understood as a strategy managers employ to elevate performance objectives and boost SE, resulting in improved efficiency ([Eden, 1992](#)). The phenomenon of KOL is distinguished by the integration of transformational and transactional leadership styles, as described by Donate and de Pablo ([2015](#)). KOL is closely associated with knowledge-based enterprises, ensuring that the appropriate organization effectively employs the appropriate leadership style ([Rehman & Iqbal, 2020](#)). KOL encompasses a range of behaviors intended to cultivate and advance knowledge, which include optimizing learning circumstances, supporting the acquisition of external knowledge, incentivizing motivation, and fostering a harmonious and supportive atmosphere for collaborative work ([Naqshbandi & Jasimuddin, 2018](#)). Moreover, leaders care about the interests of their subordinates by providing a safe psychological and knowledge-oriented environment, which ultimately enhances the employees' SE ([Walumbwa & Schaubroeck, 2009](#)). In contrast, when employees feel the similarity of their tacit and explicit knowledge with their supervisors and peers, they feel confident about sharing that knowledge with others ([Mustika et al., 2022](#)) in the form of skills and experience. Accordingly, the researchers of this study hypothesize that:

Hypothesis 3a: Self-Efficacy has a positive impact on Tacit Knowledge Sharing.

Hypothesis 3b: Self-Efficacy has a positive impact on Explicit Knowledge Sharing.

Hypothesis 4a: Self-Efficacy mediates the relationship between Knowledge-Oriented Leadership and Tacit Knowledge Sharing.

Hypothesis 4b: Self-Efficacy mediates the relationship between Knowledge-Oriented Leadership and Explicit Knowledge Sharing.

2.3 | Emotional Intelligence as Moderator

Emotional intelligence (EI) can be conceptualized as a collection of skills that enable individuals to recognize and effectively manage their feelings, as well as the feelings of others, to react flexibly and constructively, fosters both psychological and cognitive development ([Grover & Furnham, 2021](#); [Mayer & Salovey, 1997](#)). Individuals who possess a higher level of proficiency in utilizing emotion-related competencies demonstrate enhanced levels of individual and interpersonal wellness ([Martins et al., 2010](#); [Sánchez-Álvarez et al., 2016](#)). The development of emotional intelligence has the potential to strengthen interpersonal interactions, foster efficient dispute settlement, and foster an environment characterized by professionalism ([Roth et al., 2019](#)).

The study conducted by Black et al. ([2018](#)) found that SE serves as a mediator between EI and team cohesion; specifically, it was observed that individuals with higher EI tend to exhibit greater levels of SE. A leader's style is a significant factor that influences individuals' behaviors, particularly knowledge management activities ([Shamim et al., 2019](#)) (i.e., tacit and explicit KSBs). To foster KSBs among employees to attain innovation and gain a competitive advantage, a leader must demonstrate divergent conduct that is responsive to the specific scenario at hand ([Donate & de Pablo, 2015](#)). Such conduct is crucial not only for the acquisition of knowledge as well as for its utilization. EI is a social awareness process through which individuals know about their knowledge and others ([Miao et al., 2019](#)). Scholars Shariq et al. ([2019](#)) explained a link between EI and KSBs (tacit and explicit). Insufficient understanding regarding knowledge impedes the inclination to seek and share knowledge, and this awareness is nurtured through the development of EI ([Soral et al., 2022](#)). A deficiency in EI, coupled with inadequate interactions and weak interpersonal competencies, acts as a barrier to knowledge sharing, thereby complicating the process of codifying tacit knowledge ([Chaidi & Drigas, 2022](#); [Mohiya, 2023](#)).

The leader needs to have the ability to acknowledge and comprehend the various encouraging elements that impact people, employing a broad spectrum of ways ([Donate & de Pablo, 2015](#); [Shariq et al., 2019](#)). KOL encompasses a range of practices that contribute to disseminating and cultivating knowledge inside an organization ([Shamim et al., 2019](#)). These practices of KOL include assistance, providing encouragement, fostering a motivating environment for knowledge sharing, assigning tasks, promoting collaboration, coaching individuals, acknowledging achievements, serving as an innovative leadership model, offering a clear vision, delivering rewards, and promoting stimulation of thought ([Shamim et al., 2019](#)). In addition to the mentioned earlier attributes, KOL fosters an atmosphere of learning among individuals through various means, which includes exposing them to difficult situations, offering training opportunities, and providing rewards for organizational learning ([Donate & de Pablo, 2015](#); [Williams & Sullivan, 2011](#)). KOL also stimulates individuals strategically and cultivates a learning environment that embraces and learns from failures ([Donate & de Pablo, 2015](#); [Williams & Sullivan, 2011](#)). Furthermore, KOL establishes knowledge-sharing, preservation, and implementation mechanisms, thereby

enhancing employees' self-confidence ([Donate & de Pablo, 2015](#); [Williams & Sullivan, 2011](#)). Therefore, the researchers of this study hypothesized as under:

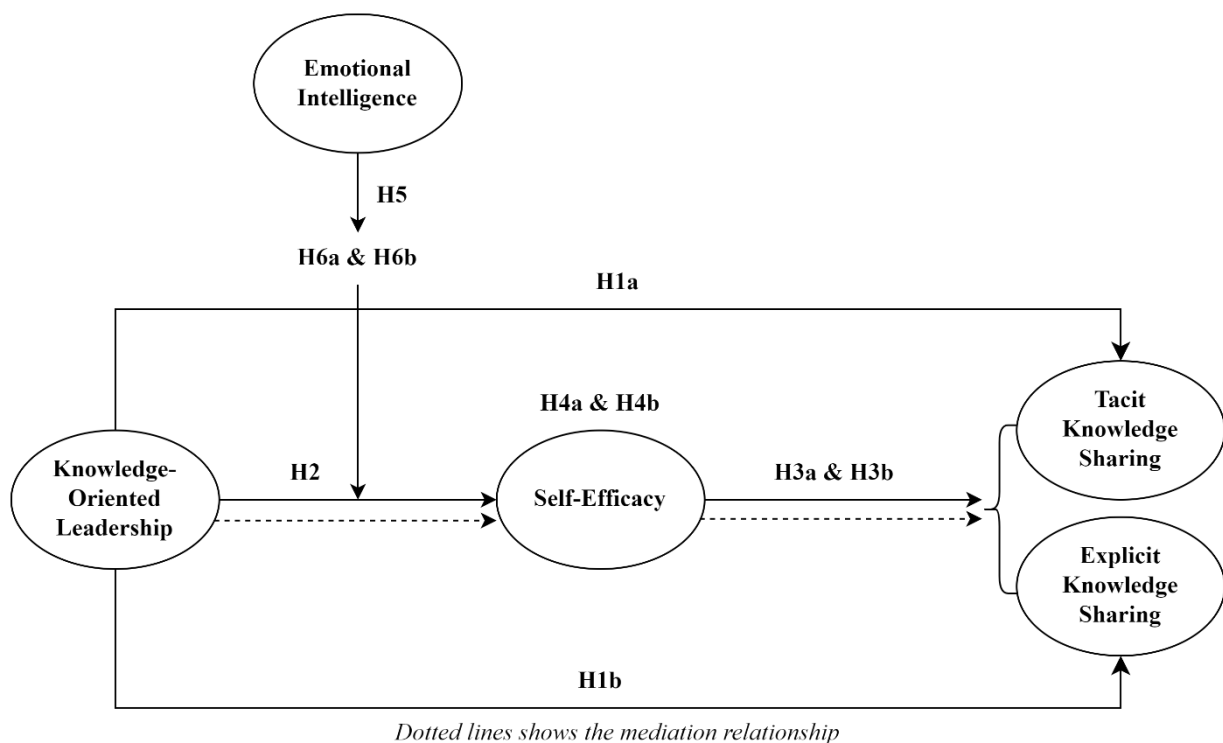
Hypothesis 5: *Emotional Intelligence moderates the relationship between Knowledge-Oriented Leadership and Self-Efficacy, in such a sense that higher/lower levels of Emotional Intelligence will strengthen/weaken this relationship.*

Hypothesis 6a: *Emotional Intelligence moderates the indirect effect of Knowledge-Oriented Leadership on Tacit Knowledge Sharing via Self-Efficacy in such a sense that higher/lower levels of Emotional Intelligence will strengthen/weaken this relationship.*

Hypothesis 6a: *Emotional Intelligence moderates the indirect effect of Knowledge-Oriented Leadership on Explicit Knowledge Sharing via Self-Efficacy in such a sense that higher/lower levels of Emotional Intelligence will strengthen/weaken this relationship.*

Figure 1

Proposed Research Model



3 | METHODOLOGY & DESIGN

3.1 | Emotional Intelligence as Moderator

The quantitative research technique was used in this study as this technique is widely used and helps the researchers to a better explanation of the phenomenon by collecting opinions ([Sekaran & Bougie, 2010](#)). Moreover, this technique follows the deductive paradigm through which researchers formulate the hypotheses by following the theoretical lens of a certain theory and then test them (acceptance/rejection) by collecting the opinions from the selected population ([Saunders et al., 2012](#)). Data for the present study was collected using a simple random

sampling technique from the individuals (male/female) working in various positions in banking, telecommunication, and media organizations based in Pakistan's twin cities (Islamabad and Rawalpindi). The service sector is also a major contributor to the economy of Pakistan ([Jalil et al., 2016](#); [Rathore et al., 2019](#)), especially banking, telecommunication, and media organizations and there is growing potential in these organizations which can be attained through the use of knowledge workers. The rationale behind the selection of these organizations is the generalizability of the phenomenon that is studied in this research. Scholars asserted that the selection of samples from different sectors enhances the generalizability of the findings of the study not only for the specific selected sample but also for other populations ([Sekaran & Bougie, 2010](#)). Numerous scholars asserted that simple random sampling helps the researchers in many ways, i.e., due to low cost, a homogenous selection from the population, and saving of time during the data collection process ([Meng, 2013](#); [Noor et al., 2022](#)).

Table 1 shows a detailed profile of participants in this study. A two-wave, time-lagged survey design was adopted for the data collection by following the suggestions of Podsakoff et al. ([2003](#); [2012](#)), as they suggested that to minimize the threat of common method bias (CMB) it would be better if authors make a gap of minimum three weeks between the first and second phase of data collection. Respondents were introduced to the study's objectives, procedures, and ethical aspects in a cover letter sent with the online link to self-administered questionnaires created using Google Forms. At time one, the researchers of this study sent a survey request to 450 individuals, asking them to fill out the questionnaires on KOL as (the independent variable) and EI (moderating variable), of which 385 (85.55%) valid responses were received. At time two, twenty days after time 1, we again sent a request to 385 respondents of the time one survey to fill out questionnaires on SE (mediating variable) and KSBs (both tacit and explicit), of which 295 (76.62%) valid responses were received. Hence, the final sample for this study consisted of 295 managerial-level employees (an overall response rate of 65.55%), this response rate is in accordance with the suggestions of earlier researchers where suggested that a 60%-80% response rate considered well ([Fincham, 2008](#); [Ogier, 2005](#)).

The non-response rate of this study was 34.44% and for further clarification of bias of non-responses the researchers of this study performed a sample paired t-test by applying the rule of fifty-fifty as suggested by Armstrong and Overton ([1977](#)), and the researchers of this study can't find any difference between first fifty and last fifty responses which shows that there is no influence of non-responses on the data. Moreover, the researchers of this study formed Harman's ([1967](#)) single factor analysis and the cumulative percentage was 42.96% which is less than 50% which shows that there is no issue of bias in the data. The researchers of this study also performed the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity and found significant results ($KMO = .914$, $p < .001$) which shows that the data is fit for further analysis as per the suggestions of Hari et al. ([2010](#)) and Kaiser ([1974](#)).

3.2 | Measures

To measure the phenomenon of this study, the researchers adopted the scales that are widely used in earlier well-reputed studies using different organizational sectors and show sufficient scale reliability. Further, the researchers of this study adopted English language versions of existing reliable measures. No need to translate the measure into national or any of the local languages of Pakistan was felt since the sample consisted of highly educated people working in organizations where English is the official language for all types of correspondence. This is also supported by prior research in Pakistan ([Naseer et al., 2020](#)). The online survey questionnaire consisted

of participants' demographic characteristics and forty-five items on study variables assessed on a 7-point scale anchored from 1 (strongly disagree) to 7 (strongly agree).

3.2.1 Knowledge-Oriented Leadership was assessed through a six-item scale ($\alpha = .94$, sample item “*Managers promote learning from experience, tolerating mistakes up to a certain point*”) developed by Donate and Pablo (2015).

3.2.2 Self-Efficacy scale of 10 items ($\alpha = .96$, sample item “When I am confronted with a problem, I can find several solutions”) was adopted from Zhang and Schwarzer (1995).

3.2.3 Emotional Intelligence was tapped using a 16-item scale ($\alpha = .94$) adopted by Wong and Law (2002). The scale consists of four dimensions, each containing four items: self-emotion appraisal (4 items, $\alpha = .92$; sample item “*I really understand what I feel*”), regulation of emotion (4 items, $\alpha = .90$, sample item “*I have good control of my own emotions*”), use of emotion (4 items, $\alpha = .90$, sample item “*I would always encourage myself to try my best*”), and other’s emotion appraisal (4 items, $\alpha = .81$, sample item “*I am a good observer of others’ emotions*”).

3.2.4 Knowledge Sharing Behaviors was evaluated using 13 items ($\alpha = .96$) by Wang and Wang (2012). The scale represents tacit knowledge sharing (6 items, $\alpha = .94$, sample item “*People in my organization frequently share knowledge based on their experience*”) and explicit knowledge sharing (7 items, $\alpha = .91$, sample item “*People in my organization are frequently encouraged by knowledge sharing mechanisms*”).

4 | RESULTS and ANALYSIS

Given below Table 1 shows the demographic (i.e., gender, age, education, current job position, experience, and service domain) details of the participants.

Table 1
Participant's Profiles

Characteristic	Frequency	%	Characteristic	Frequency	%
Gender			Current Job Position		
Male	179	60.7	Senior level manager	92	31.2
Female	116	39.3	Middle-level manager	163	55.2
			Entry level manager	40	13.6
Age			Experience		
Below 25 Years	63	21.4	1-5 years	139	47.2
26 - 35 Year	153	51.8	6-10 years	73	24.7
36 - 45 Years	56	19.0	11-15 years	42	14.2
46 Years & above	23	7.8	16-20 years	41	13.9
Education			Organizational Domain		
Graduate	108	36.6	Banking	108	36.7
Masters	161	54.6	Telecommunication	91	30.8
Doctorate	26	8.8	Media	96	32.5

4.1 | Model Measurement

Table 2 shows the values of average variance extracted (AVE), composite reliability (CR), and Cronbach’s alpha (α). Values of Cronbach’s Alpha were above .700 (Hair et al., 2019), CR for all study variables (KOL=.949, SE=.965, EI=.953, TKS=.960, and EKBs=.933) are greater than .700 (Bagozzi & Yi, 1988), and AVE values of all

variables (KOL=.555, SE=.533, EI=.562, TKS=.575, and EKS=.501) are also above .500 (Bagozzi & Yi, 1988). The model also established discriminant validity (Table 3); all Heterotrait-Monotrait (HTMT) ratios of correlations were below .900 (Hair et al., 2019), and diagonal values (KOL=.749, SE=.840, EI=.869, TKS=.856, and EKS=.880) of Fornell-Larker Criterion are also as per the suggestions of Hair et al. (2019). Moreover, the value of blindfolding is also above zero, as suggested by Hair et al. (2019).

Table 2

Discriminant and Convergent Validity

Variables	Discriminant Validity (Fornell-Larker Criterion)				
	KOL	SE	EI	TKS	EKS
KOL	.749				
SE	.329	.840			
EI	.397	.502	.869		
TKS	.460	.573	.642	.856	
EKS	.380	.837	.555	.639	.880

Variables	Discriminant validity (HTMT)				
	KOL	SE	EI	TKS	EKS
KOL					
SE	.321				
EI	.393	.539			
TKS	.447	.604	.677		
EKS	.374	.595	.584	.666	

Variables	Convergent Validity			Blindfolding	
	CR	AVE	SSO	SSE	Q2
KOL	.949	.555	1770.000	1770.000	-
SE	.965	.533	2950.000	1979.235	.329
EI	.953	.562	4720.000	4720.000	-
TKS	.960	.575	2065.000	1364.966	.339
EKS	.933	.501	1770.000	1334.854	.246

Note: KOL; knowledge-oriented leadership, SE; self-efficacy, EI; emotional intelligence, TKS; tacit knowledge sharing, EKS; explicit knowledge sharing

4.2 | Descriptive Statistics and Correlations

The mean (KOL=5.48, SE=5.64, EI=5.18, TKS=5.18, EKS=5.02), standard deviation (KOL=1.2605, SE=1.1978, EI=1.0558, TKS=1.3011, and EKS=1.3194), and correlations among variables are shown in Table 3, where KOL positively associated with SE ($r=.643^{**}$, $p<.01$), with EI ($r=.374^{**}$, $p<.01$), with TKS ($r=.549^{**}$, $p<.01$) and with EKS ($r=.499^{**}$, $p<.01$). SE positively linked with EI ($r=.433^{**}$, $p<.01$), with TKS ($r=.636^{**}$, $p<.01$) and EKS ($r=.566^{**}$, $p<.01$). EI positively correlated with TKS ($r=.360^{**}$, $p<.01$) and with EKS ($r=.302^{**}$, $p<.01$), and TKS also positively associated with EKS ($r=.637^{**}$, $p<.01$).

Table 3*Descriptive Statistics and Correlations*

		Mean	SD	1	2	3	4	5
1	KOL	5.48	1.2605	(.93)	.643**	.374**	.549**	.499**
2	SE	5.64	1.1978		(.95)	.433**	.636**	.566**
3	EI	5.18	1.0558			(.95)	.360**	.302**
4	TKS	5.18	1.3011				(.95)	.637**
5	EKS	5.02	1.3194					(.91)

Note: KOL; knowledge-oriented leadership, SE; self-efficacy, EI; emotional intelligence, TKS; tacit knowledge sharing, EKS; explicit knowledge sharing, ** $p < .01$, * $p < .05$

4.2 | Model Testing

Bootstrapping five thousand sampling technique was used through PROCESS-macro as suggested by Hayes (2018), to evaluate the proposed hypotheses of this study. Table 4 and Figure 2 show the results of this study, where there is a direct, positive, and significant impact of KOL found on TKS ($b = .247^{**}$, $t\text{-value} = 3.162$, LL-UL/CIs = .094/.401) and EKS ($b = .241^{**}$, $t\text{-value} = 2.817$, LL-UL/CIs = .084/.414), thus, these results support the H1a and H1b of this study. Further, the results show that there is also a direct, significant, and positive impact of KOL on SE ($b = .611^{***}$, $t = 9.545$, LL-UL/CIs = .482/.730); thus, these results support the H2 of this study. Additionally, the results show the significant positive direct effect of SE on TKS ($b = .524^{***}$, $t\text{-value} = 5.389$, LL-UL/CIs = .325/.702) and EKS ($b = .460^{***}$, $t\text{-value} = 4.413$, LL-UL/CIs = .246/.646); therefore, these findings support the H3a and H3b of this study. The fourth hypothesis of this study is about the mediating impact of SE, and results in Table 4 and Figure 2 shows that SE partially mediates the relationship between KOL and TKS ($b = .320^{***}$, $t\text{-value} = 5.684$, LL-UL/CIs = .215/.436) and EKS ($b = .281^{***}$, $t\text{-value} = 4.865$, LL-UL/CIs = .169/.391); thus, these results support the H4a and H4b of this study. Figure 2 also illustrates the direct and indirect results of this study. Table 4 also shows the moderation results of this study, where KOL have a positive significant impact on SE ($b = .283^{***}$, $t\text{-value} = 8.666$, LL-UL/CIs = .361/.576), EI have significant positive impact on SE ($b = .148^{***}$, $t\text{-value} = 7.071$, LL-UL/CIs = .450/.811) and interaction term (KOL x EI) have also a positive significant impact on SE ($b = .164^{***}$, $t\text{-value} = 5.718$, LL-UL/CIs = .106/.218), these results support the H5 of this study and shows that EI moderates the relationship between KOL and SE. Figure 3 further illustrates the moderation impact of EI between KOL and SE at 1SD plus/minus and the mean, and it was found that when the support of leadership was higher, and individuals were strong emotionally, they felt more confident than the normal state of mind. Additionally, this study's conditional indirect effect and moderation mediation hypotheses (moderation of EI between the indirect effect of KOL on TKS and EKS via SE) were also tested using model-7 of PROCESS-macro, as suggested by Hayes (2018). Table 4 and Figure 4 provide the details of the conditional indirect effects, which were significant at all three levels (at the mean and ± 1 SD), with TKS, i.e., above than mean ($b = .318^{***}$, $t\text{-value} = 6.198$, LL-UL/CIs = .470/.731) at the mean (.227***, $t\text{-value} = 5.709$, LL-UL/CIs = .317/.561) and below than mean (.136***, $t\text{-value} = 3.500$, LL-UL/CIs = .128/.424), similar to this, the moderated mediation index was also significant ($b = .086^{***}$, $t\text{-value} = 4.289$, LL-UL/CIs = .050/.130); thus, these results support H6a of this study and explain that EI moderates the indirect effect of KOL on TKS via SE. Table 4 and Figure 5 further provide the details of the conditional indirect effects with EKS, which were also significant

at all three levels (at the mean and ± 1 SD), i.e., above the mean ($b=.279^{***}$, $t\text{-value}=5.158$, LL-UL/CIs=.172/.381) at the mean ($.199^{***}$, $t\text{-value}=5.046$, LL-UL/CIs=.128/.284) and below than mean ($b=.120^{***}$, $t\text{-value}=3.464$, LL-UL/CIs=.066/.210), similar to this, the moderated mediation index was also significant ($b=.075^{***}$, $t\text{-value}=3.684$, LL-UL/CIs=.039/.113), thus, these results support H6b of this study and explain that EI moderates the indirect effect of KOL on EKS via SE.

Table 4

Direct, Indirect, Interaction, and Moderated Mediation Analysis

Relationships	Coeff	SE	t-value	p-value	LL/UL-CI
Direct Effects					
KOL $\rightarrow$ TKS	.247	.078	3.162	.002	.094/.401
KOL $\rightarrow$ EKS	.241	.086	2.817	.005	.084/.414
KOL $\rightarrow$ SE	.611	.064	9.545	.000	.482/.730
SE $\rightarrow$ TKS	.524	.097	5.389	.000	.325/.702
SE $\rightarrow$ EKS	.460	.104	4.413	.000	.246/.646
Mediation Effects					
KOL $\rightarrow$ SE $\rightarrow$ TKS	.320	.056	5.684	.000	.215/.436
KOL $\rightarrow$ SE $\rightarrow$ EKS	.281	.058	4.865	.000	.169/.391
Moderation Effects					
KOL $\rightarrow$ SE	.283	.048	8.666	.000	.361/.576
EI $\rightarrow$ SE	.148	.062	7.071	.000	.450/.811
KOL x EI $\rightarrow$ SE	.164	.029	5.718	.000	.106/.218
Conditional Indirect Effects					
KOL $\rightarrow$ SE $\rightarrow$ TKS conditional on EI at +1 SD	.318	.051	6.198	.000	.470/.731
KOL $\rightarrow$ SE $\rightarrow$ TKS conditional on EI at Mean	.227	.040	5.709	.000	.317/.561
KOL $\rightarrow$ SE $\rightarrow$ TKS conditional on EI at -1 SD	.136	.039	3.500	.000	.128/.424
KOL x EI $\rightarrow$ SE $\rightarrow$ TKS	.086	.020	4.289	.000	.050/.130
Conditional Indirect Effects					
KOL $\rightarrow$ SE $\rightarrow$ EKS conditional on EI at +1 SD	.279	.054	5.158	.000	.172/.381
KOL $\rightarrow$ SE $\rightarrow$ EKS conditional on EI at Mean	.199	.040	5.046	.000	.128/.284
KOL $\rightarrow$ SE $\rightarrow$ EKS conditional on EI at -1 SD	.120	.035	3.464	.001	.066/.210
KOL x EI $\rightarrow$ SE $\rightarrow$ EKS	.075	.020	3.684	.000	.039/.119

*Note: KOL; knowledge-oriented leadership, SE; self-efficacy, EI; emotional intelligence, TKS; tacit knowledge sharing, EKS; explicit knowledge sharing *** $p < .001$, ** $p < .01$, * $p < .05$*

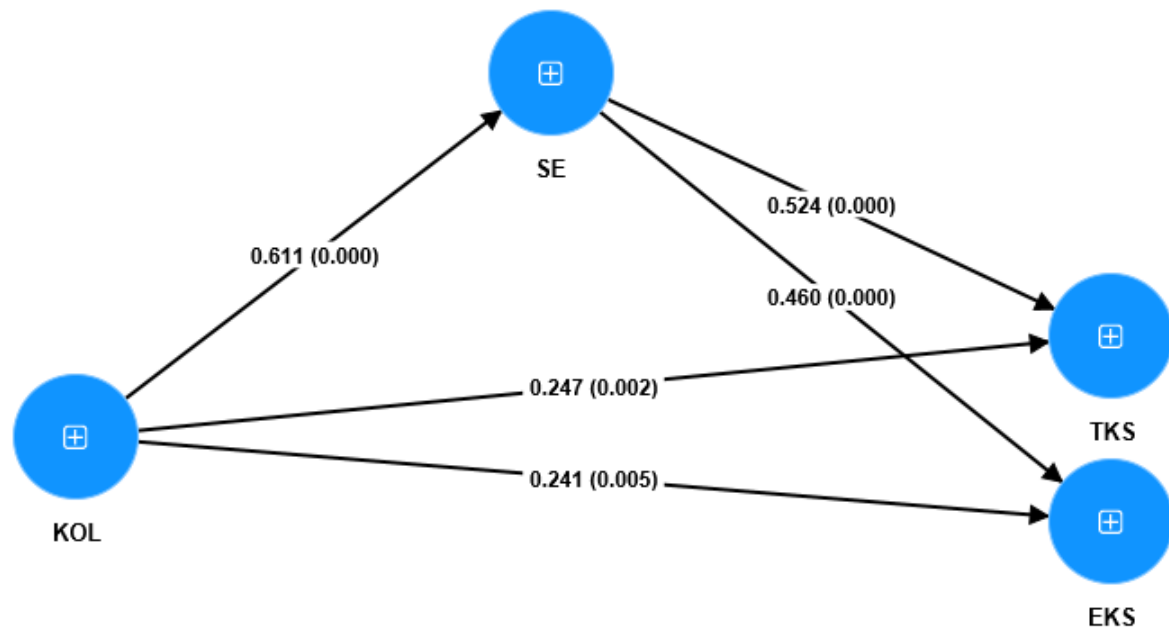
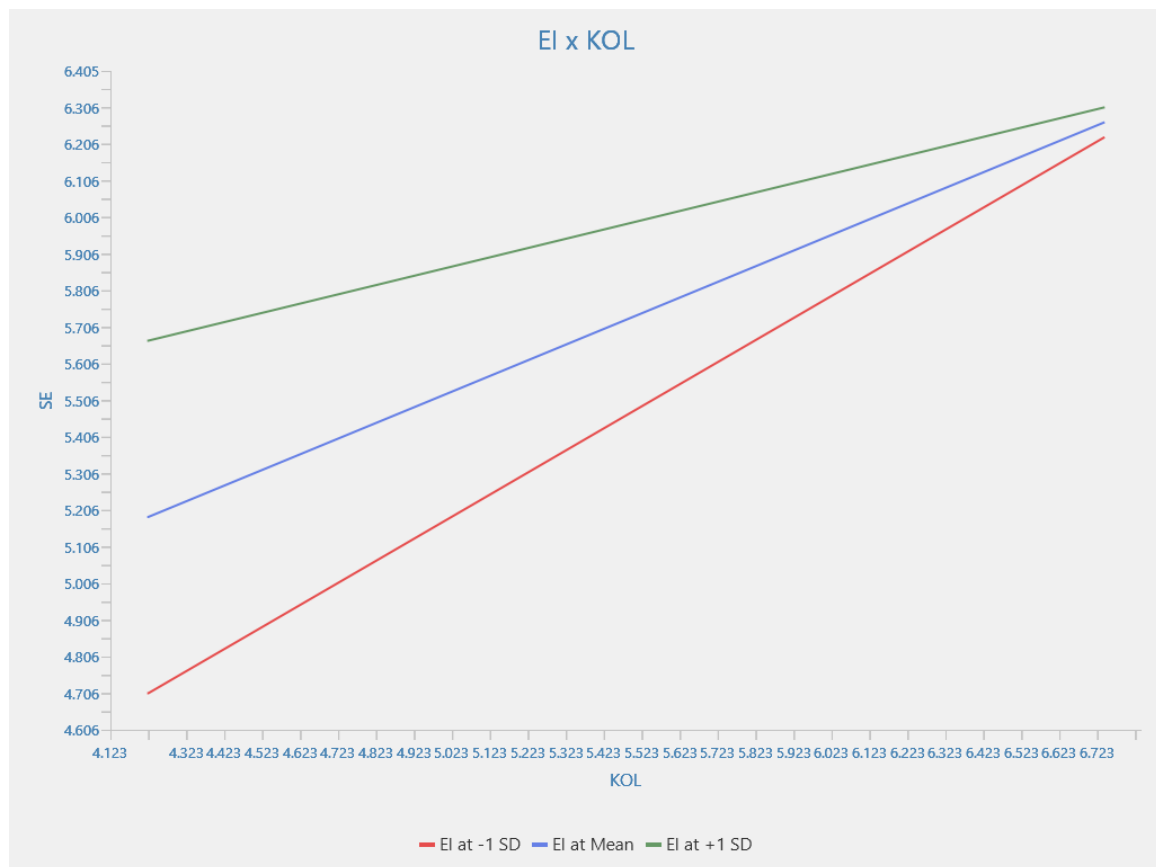
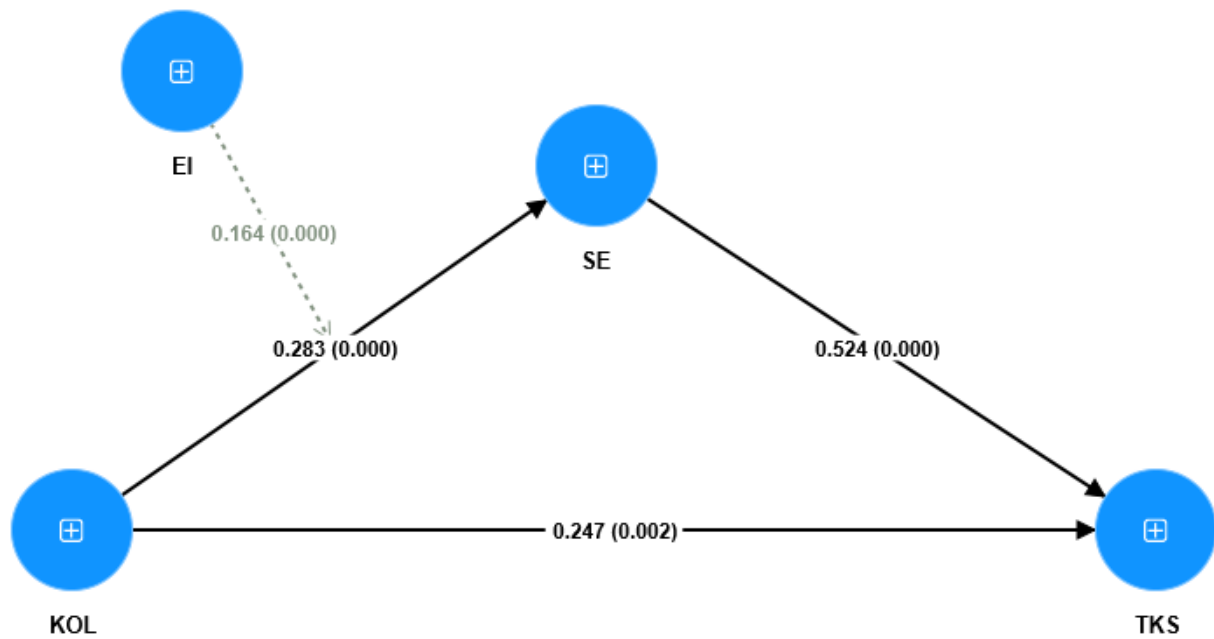
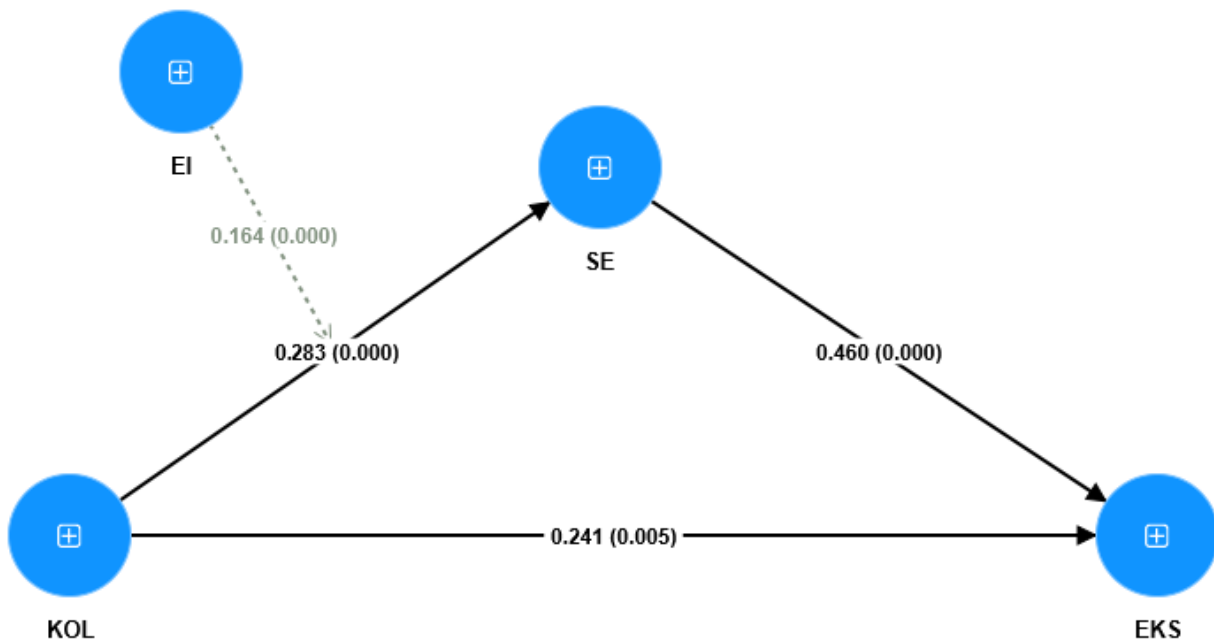
Figure 2*Mediation Analysis***Figure 3***Moderation Slope*

Figure 4*Moderation Mediation (TKS)***Figure 5***Moderated Mediation (EKS)*

5 | DISCUSSION

This study examined the relationship between KOL and KSBs (tacit and explicit) through SE; also, this study investigates the moderating role of EI between KOL and SE. This study also tests the moderated mediation modeling using EI as a moderator between the indirect of KOL on KSBs (tacit and explicit) via SE. The first and

second hypotheses of this study predicted a positive influence of KOL on KSBs and SE and the findings of the present study illustrate a positive impact of KOL on KSBs (tacit and explicit) and SE, and these results are in line with the earlier studies ([Chughtai & Khan, 2023](#); [Islam et al., 2022](#); [Khan et al., 2023](#); [Sahibzada et al., 2021](#); [Shariq et al., 2019](#)). These findings further explain that KOL, through motivation and encouragement enables their subordinates to share their tacit and explicit knowledge at the workplace with their peers, in contrast, this motivation also enhances the SE of individuals through which they become able to demonstrate KSBs (tacit and explicit) behaviors ([Arabshahi et al., 2013](#); [Banmairuroy et al., 2022](#); [Sadeghi & Rad, 2018](#)); thus, these findings support H1a, H1b, and H2 of this study which predicted the direct impact of KOL on KSBs (tacit and explicit) and SE. Our findings also explain the importance of knowledge, especially for the service sector organizations where individuals perform their responsibilities for the selling of services of their respective organizations which cannot be possible if the employee has no sufficient knowledge about the products/services of the organizations. The third hypothesis of this study predicted the impact of SE on KSBs (tacit and explicit) while fourth hypothesis of this study predicted the mediating effect of SE between the relationship of KOL and KSBs (tacit and explicit) and the findings of this study revealed the significant positive impact of SE on KSBs (tacit and explicit) which means confident individuals feel happy to share their knowledge with others ([Safdar et al., 2021](#); [Shaari et al., 2014](#)). Additionally, the findings of this study illustrate the partial mediation of SE between the relationship of KOL and KSBs (tacit and explicit), and these findings are in accordance with the earlier studies ([Chui et al., 2022](#); [Lisbona et al., 2018](#); [Niu et al., 2021](#); [Safdar et al., 2021](#)); thus, these findings provide support for H3a, H3b, H4a, and Hb of this study. These findings explain that SE directly influences the KSBs (tacit and explicit) as when employees feel the similarities of knowledge (tacit and explicit) with others they feel confident to share their knowledge (tacit and explicit) with others ([Safdar et al., 2021](#); [Shaari et al., 2014](#)). Likewise, when leaders motivate their subordinates to face challenging circumstances using their knowledge it enhances their confidence which ultimately indirectly enhances the KSBs at the workplace ([Shamim et al., 2019](#)). Finally, the fifth hypothesis of this study predicted the moderating role of EI between the relationship of KOL and SE, and the findings of this study explained that when individuals were at a higher level of EI and support of KOL was also higher, they felt more confident than the others who were at the lower level of EI ([Khan et al., 2023](#); [Ma & Liu, 2019](#); [Zhu et al., 2022](#)). Moreover, the sixth hypothesis of this study predicted the indirect moderating effect of EI between the relationship of KOL and KSBs (tacit and explicit) via SE. The findings of this study support this hypothesis and explain that individuals with strong emotional control over themselves and an understanding of other's emotions are more confident in sharing knowledge with others within the organization ([Mayer et al., 2008](#); [Miao et al., 2017](#); [Naz et al., 2019](#)), especially with the support of KOL. This KS helps organizations for higher productivity and utilization of human capital for competitive advantage ([Lim, 2021](#); [Thomas & Gupta, 2022](#)). These findings are also in line with the earlier studies, which show the moderation of EI ([Aderibigbe & Mjoli, 2018](#); [Ma & Liu, 2019](#); [Zaman et al., 2021](#)); also, these findings prove this study's H5, H6a, and H6b. These findings also explain the importance of EI which is related to self and social awareness and the thinking process of individuals, once individuals get awareness about their thinking level they feel confident about sharing of knowledge, especially of tacit level ([Rivera-Vazquez et al., 2009](#)).

5.1 | Theoretical and Empirical Implications

From the perspective of theoretical implications, this study explains SCT by investigating the impact of KOL on KSBs (tacit and explicit) using the mediating mechanism of SE. The main lens of SCT ([Bandura, 2002](#)) is that people learn from the environment and in this study, the researchers of this study explain this by testing the impact of KOL on SE and KSBs and our findings provide support for this projection that motivation and support for the knowledge sharing environment not only increase the KSBs but also enhance the confidence level of employees which enforces them indirectly to demonstrate KSBs. It is a common problem faced by organizations that individuals hesitate while sharing information, knowledge, skills, expertise, and experience with others due to a lack of self-confidence. This problem can be resolved if organizations provide a knowledge-oriented climate and leadership that encourages and motivates individuals and enhances self-confidence in sharing knowledge. Usually, employees at the workplace feel inspiration from their leaders/managers, and if their leaders/managers belong to knowledge-seeking or knowledge-oriented personality traits they feel much more motivated and confident for the attainment of more knowledge and sharing of tacit knowledge with others. Because tacit knowledge sharing is directly linked with the storage of the human brain, individuals feel hesitation to share that knowledge with others due to a lack of confidence, encouragement, and motivation. This study also explains that organizational factors (i.e., KOL) influence the cognitive level of individuals through encouragement and motivation, which enables them to demonstrate positive outcomes, i.e., SE. Moreover, this study explains how individuals' cognitive sources help them to demonstrate positive attitudes and behaviors through EI. The moderation of EI explains the theoretical lens of SCT ([Bandura, 2002](#)), as a higher level of EI enhances the thinking level of the individual which they got through their self-awareness from the society. At the workplace when individuals feel a sense of awareness about their own emotions and thinking level, they become able to deal with others' emotions which ultimately not only enhances their self-confidence but also enables them to share their knowledge with others at the workplace.

Empirically, this study has some implications for policymakers, practitioners, and management of organizations. The current era is considered the knowledge era, where no organization can survive without using the knowledge of their human capital (i.e., tacit, and explicit). In contrast, from the perspective of post-pandemic, the global business climate has been changing, and now organizations are in search of how they can utilize the tacit knowledge of their workforce. These challenging circumstances can be tackled using the phenomenon of KOL as these leaders learn for themselves and support seeking, transferring, and sharing knowledge within the organization. Because it is a general phenomenon that leaders influence the attitudes and behaviors of their subordinates, if organizations provide training to the middle and top management about the benefits of knowledge sharing then they will become able to provide awareness to the workforce. The findings of this study suggest that policymakers by explaining the importance of knowledge-oriented leaders/managers help the organizations for the attainment of competitive advantage by forming the environment of knowledge sharing and through the implementation of knowledge management policies through which they can store tacit knowledge of their workforce in explicit form. Most employees do not want to communicate knowledge, especially tacit, because they think it may hinder their career growth and development ([Fauzi, 2023](#)). It is a common phenomenon in developing and especially in Asian countries that knowledge hiding gives power to lead others at the workplace, but in developed nations the social phenomenon is sharing the knowledge for the sake of knowledge. So,

organizations must change this social phenomenon by giving awareness to leaders/managers and employees which ultimately increases the sharing of knowledge and reduces the cost of products/services by giving timely solutions to the workplace problem. Further, organizations conduct training sessions, workshops, and seminars to give awareness to their human capital about EI and how they can enhance their SE using this phenomenon. Because from the positive side control of self-emotions and understating of other's emotions at the workplace plays a vital role for the enhancement of confidence, efficiency, and performance. Whenever employees become aware of their level of thinking level, they will become able to use their emotions for higher performance. Especially in selective service sector organizations (i.e., banking, telecommunication, and media) of this study, the role of knowledge and emotions is imperative, the selected organizations contribute to the GDP of Pakistan and there is much potential for growth in these organizations. Moreover, the knowledge-sharing environment and higher self-confidence of individuals enable them to better deal with the consumers which will be helpful for these organizations for higher profitability and competitive advantage.

5.2 | Limitations and directions for future research

The present study has some limitations that open future research endeavors. Though the data for the present study was collected using the temporal separation technique suggested by Podsakoff et al. (2003; 2012), future researchers may collect data from multiple sources to measure KSBs especially behavior ratings from supervisors. Further, the researchers of this study use a sample size from service sector organizations; future researchers may collect data from manufacturing and public sector organizations by replicating this model. In the present study, the researchers of this study use KOL as a predictor of KSBs (tacit and explicit); it would be interesting if future researchers use other leadership styles, i.e., adaptive leadership (Chughtai et al., 2023), and humble leadership, as these leaders/managers demonstrate polite behaviors, especially in challenging circumstances at the workplace and they encourage their subordinates to adapt new techniques for the solution of problems. In contrast, it would also be interesting if future researchers may also find the influence of dark leadership (i.e., narcissist, Machiavellianism, psychopathic, and despotic leadership) on SE and KSBs. Furthermore, SE is used as a mediator for higher KSBs with KOL; it is suggested for future researchers that by following the theoretical lens of SCT, they may use other factors as mediators, i.e., trust in leadership (Khan et al., 2023), learning goal orientation and motivation (intrinsic and extrinsic), as these organizational factors may also become the cause of enhancement of self-confidence, which may ultimately indirectly influence the KSBs (tacit and explicit). Finally, the researchers of this study use the personal factor EI as a moderator; it is suggested that future researchers use other organizational and personal factors as moderators, i.e., learning organization and psychosocial safety climate (Chughtai et al., 2022) and optimism and psychological well-being for the enhancement of KSBs.

6 | CONCLUSION

The present study is based on the theoretical lens of SCT which explains that humans learn from the environment, and the findings of this study explain the role of leadership (KOL) in the enhancement of subordinates' confidence and performance in the form of SE and KSBs (tacit and explicit). This study also describes the strength of emotions of individuals in the form of EI which facilitates the individuals for the enhancement of SE with the support of leadership (KOL). Moreover, higher support of KOL and higher emotional strength also increase the SE of the employees, which leads to KSBs (tacit and explicit). In the current era of

knowledge economy and innovation, a workforce with higher EI and SE is imperative for organizations' survival and competitive advantage.

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