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KNOWLEDGE SHARING AT THE WORKPLACE: CHALLENGES AND WAY FORWARD

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Abstract: The study aimed to examine challenges and the way forward regarding knowledge sharing in the workplace. Two main themes have been identified to provide a deeper understanding of the topic. Further observation and analysis of these main themes have led to the development of four sub-themes for this research. This systematic review article focuses on knowledge sharing, its challenges and articles related to workplace topics. Reporting Standards for Systematic Evidence Syntheses (ROSES) are utilised in this study. The articles selected for this systematic review were retrieved from databases, namely Scopus and Web of Science (WoS), and were published between 2020 and 2024. Out of the 398 articles identified, a total of 11 articles were systematically analysed. From the analysis of these articles, two main themes and four sub-themes emerged: 1) Knowledge Hiding: Physiological Hindrance and Leader Influence; 2) Organizational Culture: Leadership Effectiveness and Employee Innovation.

Keywords: Knowledge Sharing, Knowledge Gap, Sharing knowledge, Workplace, Challenges

Paper type: Review article

Introduction

In the dynamic landscape of modern workplaces, the significance of knowledge sharing cannot be overstated. It serves as the lifeblood of organizational growth, innovation, and adaptability (Liu, 2024). However, despite its acknowledged importance, effective knowledge sharing often encounters a myriad of challenges within the workplace ecosystem (Alvesson, 2004; Baksa, 2023). In addressing

this issue, the present paper systematically review article focuses on knowledge sharing, its challenges and articles related to workplace topics.

From organizational culture to technological barriers, these hurdles can impede the seamless flow of information and expertise. Addressing these challenges and forging a way forward is crucial for organizations striving to remain competitive and responsive in today's fast-paced business environment. At the heart of the matter lies the intricate interplay between individual behaviors, organizational structures, and technological infrastructure. While individuals may possess valuable insights and experiences, they can be hesitant to share them due to concerns about recognition, competition, or fear of redundancy (Zakai, Hassan, Ahmad, Hafeez, Rasheed & Ramish, 2021).

Furthermore, organizational cultures that prioritize siloed knowledge or lack mechanisms for collaboration can hinder the dissemination of information across departments and teams. Concurrently, outdated or inadequate technological tools may inhibit the efficient exchange and storage of knowledge, leading to fragmentation and inefficiency (Israilidis, Siachou & Kelly, 2021). Navigating these challenges necessitates a multifaceted approach that encompasses cultural, structural, and technological dimensions. Cultivating a culture of trust, openness, and recognition is paramount, fostering an environment where employees feel empowered to share their knowledge without reservation (Zakai et al., 2021). Likewise, organizations must proactively design structures and processes that facilitate collaboration and crossfunctional communication, breaking down silos and encouraging interdisciplinary exchange.

As organizations endeavour to navigate the complexities of knowledge sharing, it is imperative to recognize that there is no one-size-fits-all solution. Rather, success lies in embracing a holistic and adaptive approach, continually assessing and refining strategies in response to evolving challenges and opportunities. By fostering a culture of learning, collaboration, and technological innovation, organizations can unlock the full potential of knowledge sharing, driving sustained growth and competitive advantage in an increasingly interconnected world (Azeem, Ahmed, Haider, & Sajjad, 2021).

Methodology

The research methodology adopted for this study delves into the intricacies of knowledge sharing within organizational settings, with a specific focus on the challenges encountered and potential pathways for advancement. Through a transparent delineation of the research approach and procedures, this segment endeavours to bolster the credibility and transparency of the study's findings. The process of data collection and analysis comprised several distinct stages. Initially, a comprehensive search strategy was crafted to identify pertinent literature concerning the themes of knowledge hiding, leadership influence, organizational culture, leadership effectiveness, and employee innovation. Multiple reputable academic databases, including but not limited to Scopus and Web of Science, were systematically queried using a tailored combination of keywords relevant to the themes.

Upon gathering the relevant literature, a meticulous screening process ensued to filter articles based on pre-established inclusion and exclusion criteria. These criteria were designed to prioritize articles addressing the challenges associated with knowledge sharing within the workplace, as outlined in the specified main and sub-themes. The screening process involved a thorough examination of article titles, abstracts, and full texts to ascertain their suitability for inclusion in the study. Articles meeting the inclusion criteria underwent rigorous review and analysis, with key insights, findings, and data points pertinent to the proposed themes extracted and synthesized. This analytical process facilitated the identification of common patterns, trends, and challenges pertaining to knowledge hiding, leadership influence, organizational culture, leadership effectiveness, and employee innovation.

To ensure the robustness and reliability of the study, a systematic approach was employed throughout the literature review process. The search strategy was designed to be comprehensive and exhaustive, minimizing the risk of overlooking relevant literature. Furthermore, the screening and selection of articles were carried out independently by multiple researchers to mitigate bias and enhance the objectivity of the study's outcomes. Through the adoption of this methodological framework, this research endeavors to offer valuable insights into the complexities surrounding knowledge sharing in organizational contexts and propose actionable strategies for surmounting these hurdles. The synthesis of existing literature is poised to contribute to a deeper comprehension of the factors shaping knowledge sharing dynamics, thereby informing organizational policies and practices aimed at cultivating a culture of collaboration and innovation.

Reporting Standards for Systematic Evidence Syntheses (ROSES)

This study was guided by the Reporting Standards for Systematic Evidence Syntheses (ROSES) review protocol. Developing reporting standards for systematic evidence syntheses is an essential aspect of ensuring transparency, reproducibility, and quality in research. ROSES encourages researchers to provide clear and detailed descriptions of the research question, study selection criteria, search strategy, data extraction methods, risk of bias assessment, data synthesis techniques, and reporting of results (Sriganesh et al., 2016). Transparent reporting enables readers to understand the study's design, methodology, and potential limitations. By following the reporting standards outlined in ROSES, researchers can provide sufficient information for others to replicate their study or conduct similar syntheses according to Kamath Sriganesh, Harsha Shanthanna, and Jason W Busse in 2016. This promotes the reproducibility of findings, allowing for independent verification and validation of the results. ROSES emphasizes the importance of assessing the quality or risk of bias in included studies by explicitly reporting on the methods used for quality assessment, researchers can provide a clearer picture of the strength and limitations of the evidence synthesized (Anaesth, 2016). This information helps readers and decision-makers evaluate the reliability and applicability of the study findings.

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The Systematic Review Process Selecting for Articles

The systematic review process for selecting the articles There are three phases that need to be considered in the systematic review process for selecting the articles, which are identification, screening, and eligibility.

Identification

One of the crucial steps in conducting a systematic review is the identification of relevant studies. The identification phase involves systematically searching for and selecting studies that meet predetermined inclusion criteria by using keywords. The goal is to ensure that the review includes all relevant studies that have been conducted on the topic of interest which can be referred to in Table 1 below:

Table 1: Keywords and searching articles strategy.

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("knowledge sharing" or "knowledge hiding" or "knowledge hoarding") AND ("Workplace"))
Web of Science	(("knowledge sharing" or "KNOWLEDGE GAP") AND ("Workplace" AND "CHALLENGES"))

Searching

As for the second phase, screening involves applying predefined inclusion and exclusion criteria to assess the eligibility of studies for inclusion in the review. These criteria serve as standards to determine whether a study aligns with the research question and objectives of the review. Inclusion criteria are the specific characteristics or factors that a study must possess to be considered eligible for inclusion in the systematic review. These criteria are determined in advance and are based on the research question and objectives. Exclusion criteria, on the other hand, define the characteristics or factors that lead to the exclusion of studies from the systematic review. These criteria help researchers filter out studies that are not relevant to the research question or do not meet certain quality standards. By clearly defining inclusion and exclusion criteria, researchers ensure transparency and consistency in the selection process. This helps minimize bias and ensures that the included studies are the most relevant and appropriate for addressing the research question of the systematic review as mentioned in Table 2 below:

Table 2: The inclusion and exclusion standards

Criterion	Inclusion	Exclusion
Document type	Research articles	Non-research articles, Systematic literature review journals, chapter in book, conference proceeding
Language	English	Non-English

Year of publication	Between 2020-2024	Below 2020
Subject areas	Social Science, Business Management, and Economics	Other than Social Science, Business Management, and Economics

Eligibility

The third phase is eligibility, which refers to the criteria used to determine whether a study is suitable for inclusion in the review. Eligibility criteria are established in advance and serve as a set of standards that a study must meet to be considered relevant and appropriate for the review. The purpose of defining eligibility criteria is to ensure that the included studies align with the research question, objectives, and quality standards of the systematic review. Eligibility criteria typically encompass various aspects of the study, including the study design, population, intervention/exposure, outcome measures, and publication status. By defining eligibility criteria, researchers establish clear and transparent guidelines for the selection of studies. These criteria are applied during the screening process to assess whether a study meets the predefined standards and should be included in the systematic review. By doing so, researchers aim to ensure that the included studies are relevant, appropriate, and of sufficient quality to contribute to the overall findings and conclusions of the review.

Appraisal of Articles Quality

To ascertain the quality of the articles' content, the remaining articles of 10 were presented to two experts for quality evaluation. Experts evaluate the design, conduct, and reporting of individual studies to determine their reliability and validity. The appraisal of quality is an essential step in a systematic review as it helps researchers assess the strength of the evidence and the confidence that can be placed in the findings. It involves assessing the internal validity of each study, which refers to the extent to which the study design, methodology, and execution minimize bias and provide trustworthy results. The appraisal of quality allows researchers to critically evaluate the strengths and limitations of individual studies, and it informs the interpretation of the systematic review findings. Studies with a lower risk of bias and higher methodological quality are generally considered more reliable and carry greater weight in the analysis and synthesis of the evidence. Discrepancies in the appraisal can be resolved through discussion and consensus among the reviewers or by involving a third reviewer if necessary.

Data Abstraction and Analysis

An integrative review data abstraction involves systematically extracting relevant information from the selected articles or studies to gain a comprehensive understanding of the topic under investigation analysis typically involves synthesizing the extracted data from the included studies to identify patterns, themes, or relationships. This process helps in organizing and categorizing the findings across the reviewed articles as shown in Table 3. These themes are related to the research

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questions and objectives of the studies, which will further explain in the results and discussions of the article reviews.

Table 3: The Main themes and Sub-themes

	Author(s)	Knowledge Hiding (KH)		Organizational Culture (OC)	
		Psychological Hindrance (PH)	Leader Influence (LI)	Leadership Effectiveness (LE)	Employee Innovation (EI)
A1	Yang, Shen, Jiang, & He (2023)	/	/		
A2	Xiong, Chang, Scuotto, Shi, & Paoloni (2021)	/			
A3	Serang, Ramlawati, Suriyanti, Junaidi & Nurimansjah, (2024)		/		
A4	Pandey, Hassan, Pandey, Pereira, Behl, Fischer & Laker (2022)		/	/	/
A5	Gaur & Gupta (2023)		/	/	/
A6	Choi, Goo & Choi, (2022)			/	/
A7	Perotti, Belas, Jabeen, & Bresciani (2023)		/	/	
A8	Lee, Yeh, Yu & Luo (2023)			/	/
A9	Sonmez Cakir &Adiguzel (2020)			/	
A10	Luo, Huang, Lee & Cai (2023)			/	
A11	Ahmed, Khan, Thitivesa, Siraphatthada & Phumdara (2020)				/

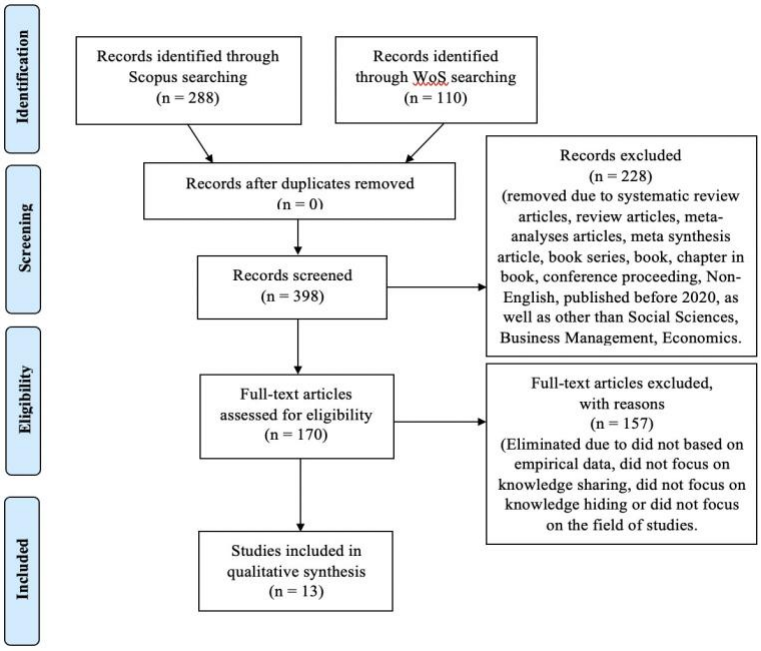


Figure 1. Flow Diagram of the study adapted from Shaffril et al. (2019)

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Findings & Discussion

General Findings and Background of Studies

The systematic examination of the literature encompassed in this review identified two principal themes regarding challenges and strategies for advancing knowledge sharing in workplace contexts: Knowledge Hiding and Organizational Culture, each comprising two sub-themes, thereby yielding a total of four sub-themes pertinent to the subject. The findings underscored the phenomenon of knowledge hiding, elucidating the psychological barriers individuals encounter when contemplating sharing their expertise with others, driven by factors such as fear of criticism, concerns about self-preservation or status, and doubts regarding one's own abilities. Moreover, the results emphasized the pivotal role of leader influence in fostering a culture of knowledge sharing, positioning ethical behaviour as not only conducive to organizational success but also essential in mitigating unethical conduct.

Additionally, the analysis underscored the significance of organizational culture in nurturing more effective knowledge sharing among employees, thereby bridging knowledge gaps within the workplace. Furthermore, it highlighted the indispensable role of leadership effectiveness in facilitating seamless knowledge dissemination within teams. Knowledge sharing contributes in various ways including employee innovation and facilitating growth within the organization.

The review incorporated a total of 11 articles, representing diverse disciplines and geographic locations. These studies predominantly focused on exploring and analyzing specific themes or concepts within their respective domains. This focused approach enables a thorough examination of the themes' validity, supported by evidence, and allows for an exploration of any associated limitations or controversies. By concentrating on specific themes, the articles contribute to a comprehensive understanding of the subject matter, thereby enriching the existing body of knowledge in their respective domains.

Knowledge Hiding

In the era of the knowledge-based economy, knowledge serves as a pivotal competitive advantage, particularly for multinational corporations and academic institutions. Continuous growth in innovative and collaborative knowledge is essential for their development and success. However, despite the importance of knowledge sharing, instances of resistance may arise, leading to the occurrence of knowledge hiding within organizations. Knowledge hiding is characterized as the deliberate effort to withhold or conceal requested knowledge from others (Connelly et al., 2012; Miminoshvili & Černe, 2022). This phenomenon can manifest in various forms, including feigning ignorance, being evasive, or providing justifications for withholding information. The significance of addressing knowledge hiding is underscored by its potential impact on diversity, inclusion, and collaboration among employees (Miminoshvili & Černe, 2022). The motivations behind knowledge hiding often stem from factors like self-preservation, fear of losing status or power, or a lack of trust in coworkers or the organization. Additionally, scholars suggest that employees who possess

confidence in their ability to complete tasks are more inclined to share valuable knowledge (Shao et al., 2015; Peng, Xu, Zheng, & He, 2023). This inclination stems from their belief that sharing knowledge can aid in problem-solving and enhancing work efficiency (Bysted, 2013; Peng et. al., 2023). This perspective resonates with the conclusions drawn in a study conducted by Mubarak et al. (2021, as cited in Peng et al., 2023), indicating that passive leadership significantly fosters knowledge hiding behaviors among individuals. The study also highlights that the presence of creative self-efficacy can mitigate such tendencies.

Psychological Hindrance

Individuals may face psychological hindrance when considering whether to share their knowledge with others. These cognitive and emotional barriers can include factors such as fear of judgment or criticism, concerns about self-preservation or status, and a lack of confidence in one's own capabilities (Huo et al., 2016; Xiong, Chang, Scuotto, Shi, & Paoloni, 2021). For instance, employees who experience feelings of inadequacy or imposter syndrome may be more likely to engage in knowledge hiding as a means of protecting themselves from potential negative evaluations or repercussions. Conversely, knowledge sharing can be viewed as a form of self-expression that potentially reveals individuals' perceived inadequacies, leading to discomfort among recipients of the shared knowledge (Wu & Lee, 2016; Yang, Shen, Jiang, & He, 2023). This behavior is often contingent upon individuals' assessment of their psychological safety within the workplace environment. Individuals are more inclined to engage in knowledge-sharing activities when they feel assured that doing so will not result in negative consequences or judgments (Park & Kim, 2018; Yang et al., 2023). This highlights the intricate interplay between psychological hindrances and knowledge-sharing behaviors, wherein concerns about vulnerability and potential repercussions may inhibit individuals from freely expressing and disseminating their knowledge within the organizational context.

Leader Influence

Knowledge sharing is likely to take place when the organization's leader adheres to ethical conduct in the workplace (Serang, Ramlawati, Suriyanti, Junaidi & Nurimansjah, 2024). When leaders instruct their subordinates to conceal certain information from others, even when requested to share it, the gap in information between those seeking it and those withholding it widens (Pandey, Hassan, Pandey, Pereira, Behl, Fischer & Laker, 2022). Ethical considerations directly influence the culture of knowledge sharing and application (Gaur & Gupta, 2023). Employees' knowledge sharing activities serve as a vital intermediary in connecting the relationship between ethical leadership and employees' work engagement, linking independent variables to dependent variables such as job performance and commitment (Karim, Ilyas, Umar, Tajibu & Junaidi, 2023; Serang et al., 2024). We argue that certain leaders' behaviors can have negative impacts on employees' willingness to share knowledge (Yang et al., 2023). These obstacles, exemplified by knowledge hiding, particularly leader signaled knowledge hiding, can present a substantial barrier capable of undermining entire knowledge management systems (Pandey et al, 2022). It has been asserted that ethical leadership exerts a positive and significant impact on both the knowledge management process and individual knowledge sharing within organizations (Amber, Qazi, Javaid, Khan & Ahmad, 2022; Serang et al., 2024). Leader

signaled knowledge hiding erects barriers to knowledge access, fostering disparities among team members (Pandey et al., 2022).

Organizational Culture

The organizational culture has a significant impact on the cognitive aspects of members within the organization, shaping how these members express themselves (Intezari, Taskin & Pauleen, 2017; Gaur & Gupta, 2023). Recent studies have discovered that organizational support indirectly promotes knowledge sharing by influencing employees' attitudes towards their organization (Choi, Goo & Choi, 2022). Based on the self-determination theory, satisfaction of the three fundamental psychological needs—autonomy, competence, and relatedness—implies that people's motivation to share knowledge stems from a sense of engagement and awareness in the workplace, support from colleagues, and autonomy in decision-making (Murayama, 2022; Ryan & Deci, 2020; Perotti, Belas, Jabeen, & Bresciani, 2023).

A recent meta-analysis corroborates the notion that greater employee commitment to their organizations corresponds with increased willingness to share knowledge with fellow organizational members (Witherspoon, Bergner, Cockrell & Stone, 2013; Choi, Goo & Choi, 2022). Our findings offer insights into situational factors that can enhance organizational initiatives aimed at fostering more efficient knowledge sharing among employees (Choi, Goo & Choi, 2022). Developing organizational reward systems tailored to incentivize knowledge sharing among organizational members would likely be effective (Choi, Goo & Choi, 2022). The employees concurred that the organizational climate for innovation impacts knowledge application (Gaur & Gupta, 2023). Our discovery regarding how organizational support enhances employees' knowledge sharing offers valuable insights for designing more effective knowledge management practices (Choi, Goo & Choi, 2022).

Leadership Effectiveness

It is hypothesized that leaders facilitate the seamless dissemination of knowledge and information within their teams (Pandey et al., 2022). Within the same team, employees typically develop structured interpersonal relationships and shared norms that collectively facilitate knowledge sharing, while team leaders have the ability to influence the attitudes and behaviors of their followers as a cohesive unit (Choi, Goo & Choi, 2022). It has been suggested that individual members occupying advantageous positions within their organizations can aid in the accumulation of knowledge and assets through knowledge sharing (Yli-Renko, Autio & Sapienza, 2001; Lee, Yeh, Yu & Luo, 2023). Effective leadership fosters a strong sense of commitment and motivation among employees, often demonstrated through personal sacrifices and a drive to achieve high performance (Lowe, Kroeck & Sivasubramaniam, 1996; Sonmez Cakir &Adiguzel, 2020). It has been argued that members positioned advantageously within the structural capital framework of an organization can contribute to the accumulation of its knowledge assets by leveraging sharing environments where leaders and subordinates exchange knowledge and capabilities ((Yli-Renko, Autio & Sapienza, 2001; Lee et al., 2023). Gary Hamel's (2006) research underscores the significance of leadership style and

knowledge dissemination within organizations (Sonmez Cakir &Adiguzel, 2020). Clear and consistent knowledge sharing within the company is indicative of highly effective leadership (Sonmez Cakir &Adiguzel, 2020). Leaders of dynamic organizations excel at motivating employees to think innovatively and foster a culture conducive to stimulating knowledge-sharing behaviors among members (Xi, 2015; Luo, Huang, Lee & Cai, 2023).

Employee Innovation

Knowledge creation, storage, application, sharing, and capture are fundamental prerequisites for fostering innovation and improving organizational performance (Rutten, Blaas-Franken & Martin, 2016; Gaur & Gupta, 2023). Knowledge sharing significantly influences corporate innovation, with explicit knowledge directly affecting the pace of innovation, while tacit knowledge impacts the quality of innovation (Ahmed, Khan, Thitivesa, Siraphatthada & Phumdara, 2020). When employees share knowledge and organizations store it in databases, leveraging visualization through artificial intelligence systems, this process can assist organizations in innovating their services and products (Ahmed et al, 2020). Service-oriented approach, indicating that innovation performance can be improved through mutual learning, involving the sharing and transfer of knowledge among partners within an organization (Yiu, Ngai & Lei, 2020; Lee et.al, 2023). Employees can directly facilitate knowledge application and innovation by exchanging their knowledge with other members of the organization (Pandey et al., 2022). Knowledge sharing contributes in various ways, ranging from improving decision-making abilities to fostering innovation and facilitating growth within the organization (Gaur & Gupta, 2023). In technologyenabled firms, leadership behavior oriented towards knowledge has been identified as crucial for driving future innovations (Pandey et al., 2022). Thus, when employed efficiently, knowledge can also enhance the innovation capacities of the organization (Pandey et al., 2022).

Recommendations & Future Directions

Belin (2021) highlighted that organizations should prioritize the development of comprehensive training programs focused on communication skills and knowledge-sharing techniques to address the psychological hindrance aspect. For instance, workshops or webinars could be designed not only to enhance employees' ability to articulate ideas effectively but also to build their confidence in seeking feedback and engaging in meaningful discussions. By providing a supportive environment and equipping employees with the necessary skills, organizations can alleviate the psychological barriers that may inhibit knowledge sharing.

In addition, organizations must ensure ethical consistency in their knowledge-sharing practices. This entails promoting a culture of transparency and accountability where employees feel comfortable sharing their knowledge without fear of exploitation or misuse. For instance, clear guidelines and policies can be established regarding intellectual property rights and confidentiality to safeguard sensitive information. By upholding ethical principles and fostering trust among employees, organizations can create an environment conducive to open and honest knowledge sharing.

Leadership plays a crucial role in shaping the organizational culture and promoting knowledge sharing. Davies (2023) suggests that organizations can enhance knowledge sharing by implementing robust knowledge management systems (KMS) and providing user-friendly interfaces and interactive features. This demonstrates leadership effectiveness in investing in technological infrastructure to facilitate knowledge exchange. Moreover, leaders can lead by example by actively participating in knowledgesharing activities and recognizing and rewarding employees who contribute valuable insights. By demonstrating a commitment to knowledge sharing from the top down, leaders can inspire trust and collaboration among employees.

Furthermore, organizations can foster employee innovation by promoting collaboration and crossfunctional teamwork. Birt (2023) mentions that establishing cross-functional teams and collaborative projects can facilitate knowledge exchange across different departments and expertise areas. For example, imagine a project team comprised of members from marketing, sales, and product development working together to launch a new product. By bringing together individuals with diverse backgrounds and skill sets, organizations can leverage collective expertise and drive innovation. Through regular meetings, brainstorming sessions, and knowledge-sharing activities, team members can exchange ideas, challenge assumptions, and co-create solutions to complex problems. This collaborative approach not only fosters innovation but also strengthens teamwork and camaraderie among employees.

Conclusion

In synthesizing the literature on knowledge sharing within workplace settings, it becomes evident that the dynamics surrounding this process are multifaceted, influenced by a myriad of factors that encompass both individual and organizational dimensions. As our review focused on the challenges and potential pathways forward in fostering knowledge sharing, two overarching themes emerged: knowledge hiding and organizational culture.

Firstly, within the realm of knowledge hiding, our analysis delved into the physiological hindrances and ethical considerations that underpin this phenomenon. The works of Pandey et al. (2022) shed light on how supervisors' evaluations of knowledge withholding can impact individual success, highlighting the intricate interplay between personal motivations and organizational outcomes. Furthermore, ethical leadership emerges as a pivotal factor, as exemplified by Gaur and Gupta (2023) and Su et al. (2021), with their findings emphasizing the importance of fostering a culture of sincerity, compassion, and integrity to mitigate knowledge hiding tendencies. Indeed, the ethical dimension serves as a cornerstone in shaping organizational norms and behaviours surrounding knowledge sharing.

Secondly, our examination of organizational culture revealed the pivotal role of leadership effectiveness and its influence on employee innovation. Pandey et al. (2022) underscore the significance of leadership behaviours oriented towards knowledge as catalysts for future innovations, highlighting the imperative for organizations, particularly in technology-enabled sectors, to cultivate leaders who prioritize knowledge dissemination. Moreover, the nuanced relationship between ethical leadership and knowledge sharing elucidated by Su et al. (2021) underscores the dual capacity of

ethical leaders to directly enhance knowledge sharing behaviours and indirectly impact them through mechanisms of positive reciprocity and moral efficacy. However, it is essential to acknowledge the gaps in current research, particularly regarding the adverse aspects of leadership that may impede knowledge sharing efforts. Yang et al. (2023) aptly points out the dearth of studies that objectively examine such impediments, signalling a ripe area for future inquiry.

In conclusion, navigating the complexities of knowledge sharing within workplace settings necessitates a nuanced understanding of individual motivations, organizational culture, and leadership dynamics. By addressing the challenges of knowledge hiding and cultivating an ethical culture underpinned by effective leadership, organizations can pave the way for enhanced knowledge sharing practices, ultimately fostering innovation, collaboration, and organizational success. As we move forward, it is imperative for future research to delve deeper into the intricacies of leadership behaviors and their impact on knowledge sharing dynamics, thus providing actionable insights for organizations striving to unlock the full potential of their knowledge assets.

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Conflict of Interest

The authors declare that they have no competing interests in relation to this study and its publication.

Data Availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Ethics Declaration

The research was conducted using only publicly available secondary data, with no direct involvement of human participants. Accordingly, the study did not require formal ethical approval.

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