

**JIBAS** (The International Journal of Islamic Business, Administration and Social Sciences) (Quarterly) Trilingual (Arabic, English, Urdu) ISSN: APPLIED FOR (P) & (E)

Home Page: <http://jibas.org>

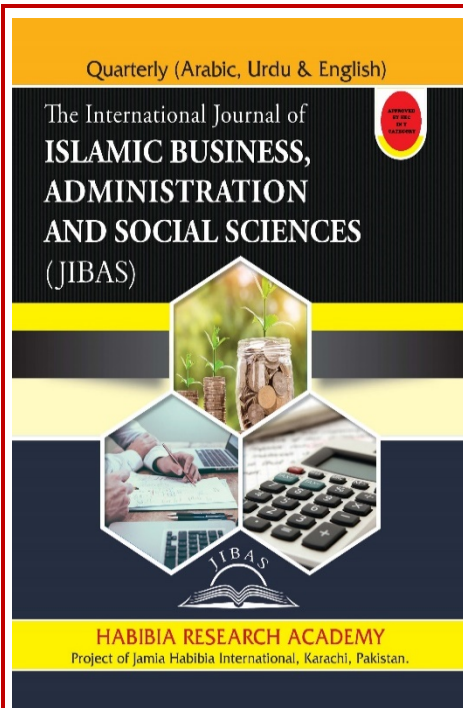
Approved by HEC in Y Category

Indexing: IRI (AIU), Australian Islamic Library, Euro pub.

PUBLISHER HABIBIA RESEARCH ACADEMY  
Project of JAMIA HABIBIA INTERNATIONAL,  
Reg. No: KAR No. 2287 Societies Registration  
Act XXI of 1860 Govt. of Sindh, Pakistan.

Website: [www.habibia.edu.pk](http://www.habibia.edu.pk),

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#### TOPIC:

**KNOWLEDGE MANAGEMENT DIMENSIONS AND JOB SATISFACTION:  
MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT**

#### AUTHORS:

1. Safdar malik, Addiotnal Director Treasure , University of Gujrat, Email ID: [Safdar.malik@uog.edu.pk](mailto:Safdar.malik@uog.edu.pk) Orcid ID: <https://orcid.org/00009-002-5609-0214>
2. Dr. Muhammad Ajmal, Assistant professor ,University of Gujrat , Email ID: [dr.ajmal@uog.edu](mailto:dr.ajmal@uog.edu) Orcid ID: <https://orcid.org/00009-009-5301-9761>
3. Imran Khan, Ph.D. scholar ,University of Gujrat, Email ID: [profdrimrankhan@gmail.com](mailto:profdrimrankhan@gmail.com) Orcid ID: <https://orcid.org/00009-007-8280-6858>

**How to Cite:** malik, Safdar, Muhammad Ajmal, and Imran Khan. 2023. "KNOWLEDGE MANAGEMENT DIMENSIONS AND JOB SATISFACTION: MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT". *International Journal of Islamic Business, Administration and Social Sciences (JIBAS)* 3 (1):09-32.

URL: <https://jibas.org/index.php/jibas/article/view/95>.

Vol. 3, No.1 || January –March 2023 || P. 09-32

Published online: 2023-03-30

QR. Code



**KNOWLEDGE MANAGEMENT DIMENSIONS AND JOB SATISFACTION:  
MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT**

Safdar malik, Muhammad Ajmal, Imran Khan,

**ABSTRACT:**

*The study aims to verify knowledge management's impact on job satisfaction with the moderating role of perceived organizational support. Job satisfaction of the employee increases in knowledge-based organizations. The present study examined the job satisfaction level of the public sector universities of the Punjab region employees with moderating effects of perceived organizational support. This model was developed from the literature review in which the research design was cross-sectional, and research data was collected through a questionnaire. A sample of 236 respondents was used to test the hypothesis. The main findings of the research reveal that job satisfaction exists with the moderating effect of perceived organizational support in two dimensions of knowledge management, i.e., knowledge sharing and knowledge creation. The result of this study indicates that knowledge management has a substantial impact on job satisfaction. Therefore, top management and higher authorities should encourage knowledge management practices in organizational culture to improve employee performance. Moreover, the results demonstrate that different employees benefit from various dimensions of knowledge management. Thus, it provides the guidelines for implementing knowledge management in different intra-organizational working environments.*

**KEYWORDS:** Knowledge Management, Job Satisfaction, Perceived Organizational Support,

**1. Introduction**

The world's business environment is drastically changing due to the increased spread of information technology and globalization. Such external changes claim the organization to transform itself accordingly to sustain itself in a competitive environment (Ghezzi & Cavallo, 2020; Gil-Gomez, Guerola-Navarro, Oltra-Badenes, & Lozano-Quilis, 2020). The organization's survival, success, and sustainability are determined by managing its human resources (Eckardt et al., 2021). Accordingly, the knowledge-based approach emphasizes human capital, which includes skills, competencies, knowledge, attitudes, and motivation for the organization's benefit (Kianto, Vanhala, & Heilmann, 2016).

Numerous factors should be accounted for when it becomes necessary for the well-being of human resources in accomplishing the vision and mission of organizations, particularly universities. The universities' real ambition is to create a world where leaders are prepared to lead the nation (Hasballah, 2021). To do this, the university's prerequisite is to create and accrue the appropriate knowledge (Masa'deh, Almajali, Alrowwad, & Obeidat, 2019). Universities perform in a complex and increasingly demanding environment where knowledge workers are given various tasks such as teaching, following up with their student's projects, and researching (Hasballah, 2021). In addition to academic staff working in universities is known as knowledge worker who gains knowledge through work experience and formal education (Bakotic, 2012). Their abilities and competencies in developing solutions and solving challenging problems lead the organization to grow (Masa'deh et al., 2019). Therefore, the organization prefers to keep them satisfied regarding

their job (Bakotic, 2012). Job satisfaction is one of the specific factors considered as the extent of pleasure based on an individual's perception of satisfaction towards the job (Fritzsche & Parrish, 2005). It primarily depends upon the capability to do the required tasks, the level of communication, and how its management treats employees (Masum, Azad, & Beh, 2015). In this environment, many dynamic factors in terms of an asset can enhance or reduce the job satisfaction of these individuals (Yılmaz, Celebi, & Cakmak, 2014). At the same time, an organization can perform well if it facilitates and satisfies employees. This is where knowledge management, a vital strategic asset of an organization's infrastructure, comes into play. The emerging knowledge-based economy approach has forced the organization to adopt knowledge management to deal with human capital rather than dealing with the traditional process (Al-Busaidi & Olfman, 2017; Mikkawi, Masadeh, & AlLozi, 2017; Obeidat, Al-Hadidi, & Tarhini, 2017; Trivellas, Akriouli, Tsifora, & Tsoutsas, 2015). In an organization, knowledge management is usually defined as providing, creating, and supporting the desired knowledge environments to motivate and enable knowledgeable employees to use, share and create new spheres of knowledge (Kianto et al., 2016). It's a continuous process, comprising of large number of activities Like; knowledge acquisition, creation, codification, sharing, storage, application, dissemination, absorption, production, and knowledge use (Kianto et al., 2016; Nonaka & Takeuchi, 1995; Shih, Chang, & Lin, 2010). For the current study, knowledge management is approached through knowledge creation, sharing, acquisition, and codification.

Moreover, knowledge management (KM) is used to develop and promote job satisfaction in human resources (Alias et al., 2018). As in the study by Henttonen, Kianto, and Ritala (2016), knowledge sharing is associated with job satisfaction. Additionally, knowledge creation propensity improves job satisfaction (Shujahat et al., 2019). Likewise, knowledge acquisition and codification impact job satisfaction (Curcic & Matejic, 2021).

Concerning job-related effects, perceived organizational support also augments overall job satisfaction to fulfill socio-emotional requirements and uplift the expectations regarding reward against performance (Maan et al., 2020). If the organization does so in the real sense, it increases job satisfaction (Chan et al., 2017). In employer and employee long-lasting relationships, the social exchange approach (Blau, 1964) addressed the need at both ends (Hu, Wang, Yang, & Wu, 2014). When an employee perceives that the employer is considerate of subordinates' trustworthiness, engagement, and devotion, there arises a sense of consciousness about employers' behavior regarding their well-being (Kurtessis et al., 2017). Accordingly, the perceived organizational support theory (Eisenberger, Huntington, Hutchison, & Sowa, 1986) states that employee forms perceived administrative support, worldwide veracity that his leader has a positive or negative inclination towards him (Hu et al., 2014; Maan et al., 2020). Ultimately, this acknowledgment and care may lead employees towards a robust obligation to assist the organization in fulfilling its ultimate objective and goals (Chan et al., 2017).

Nonetheless, it is vital to conclude that POS refers to the degree to which the organization is perceived to take care of the welfare of its workers, a measure to testifying the qualities of extrinsic job relating circumstances (Chan et al., 2017; Kurtessis et al., 2017). The

perceived organizational support is the organization's commitment to its employee to handle the phenomena of globalization in the context of knowledge management (Zumrah & Boyle, 2015). When an organization puts efforts into the acquisition, codification, creation, and sharing of knowledge with employees, in reciprocation, employees start to perceive organizational support tends to improve employee work attitudes and produce effective work-related behavior (Dublin, 2022; Jeung, Yoon, & Choi, 2017; Yoon et al., 2020). Eventually, the influence of knowledge management on employee job satisfaction is a rare phenomenon studied in Pakistan's public sector universities. Therefore, the current study aims to determine the impact of knowledge management on job satisfaction and investigate the effect of perceived organizational support as a moderator between knowledge management and job satisfaction in Pakistan's public sector universities.

## **2. Literature Review**

### **2.1. Relationship between Knowledge Management and Job Satisfaction**

Employees are the actors in the management process and thus must be kept satisfied regarding their jobs. At the same time, job satisfaction is the extent to which people like or dislike their jobs (Henttonen et al., 2016). Where dissatisfaction about a job is concerned, it is a negative judgment about an employee's job situation. On the other hand, job satisfaction refers to the positive and emotional state of the employee in which employees take pleasure and contentment from their working situation (Pruzinsky & Milhalcova, 2017; Shaikh, Bhutto, & Maitlo, 2012). It has been witnessed that when individuals are contented and satisfied with their jobs, they perform their tasks systematically and more creatively (Alias et al., 2018). The magnitude of employee satisfaction with the organization inspires knowledge management in the organization where he performs his tasks (Masa'deh et al., 2019). The process of employee satisfaction cannot be separated from knowledge management. The employee feels dissatisfied if knowledge is not appropriately managed in the organization, as employees need the right information at the right time to perform their duties effectively (Alias et al., 2018). So knowledge management greatly impacts the job satisfaction of the employee working in any organization (Masa'deh et al., 2019).

Knowledge management has become an essential strategic and valuable resource for organizations and leadership to create value (Bogner & Bansal, 2007; Gloet & Samson, 2020; Muthuveloo, Shanmugam, & Teoh, 2017). It is about enabling and motivating knowledgeable individuals to share their knowledge with others by various means, often through modern information technology systems (Lee & Chang, 2007; Pruzinsky & Milhalcova, 2017). Knowledge management consists of knowledge processes collectively with capabilities of management activities and infrastructures (Gold, Malhotra, & Segars, 2001; Lee & Chang, 2007). Numerous studies suggested different types of knowledge management; knowledge acquisition, knowledge sharing, knowledge creation, knowledge codification, and knowledge retention (Alias et al., 2018; Henttonen et al., 2016; Masa'deh et al., 2019; Pruzinsky & Milhalcova, 2017).

Where knowledge sharing is concerned, it is tacit knowledge sharing in the organization, including coaching, brainstorming, informal communications, face-to-

face communications, mentoring, and other means such as shared learning experiences (Nonaka & Takeuchi, 1995). Knowledge sharing, one of the radical factors of the knowledge management process, leads to job satisfaction at most employees levels (Cooper, 2022; Kianto et al., 2016; Pruzinsky & Milhalcova, 2017). Moreover, the organization's ability to create new and practical ideas is knowledge creation (Nonaka & Takeuchi, 1995; Teece, Pisano, & Shuen, 1997). It is carried out for solutions to different problems of the organization on a persistent basis in turbulent environments (Andreeva & Kianto, 2011; Cooper, 2022; Nonaka & Takeuchi, 1995). At the same time, knowledge codification refers to the activities obligatory to codify implicit knowledge into explicit, to facilitate updated documented knowledge to others, and to store documented knowledge in the organization (Filius & Roelofs, 2000). It is a continuous process that enables the organization to implement knowledge management, ultimately affecting employee job satisfaction (Khaligh & Ranjbarian, 2022). Knowledge acquisition refers to the assimilation and recognition of potentially gaining novel and innovative knowledge from either outside or inside the organization (Huber, 1991). Acquisition supposes that though the knowledge is already available, it can be brought from another location. According to psychological expectancy-based job design theory (Hackman & Lawler, 1971), specific task characteristics lead to a personal sense of responsibility, meaningfulness, and knowledge of outcomes, enhancing job satisfaction. In this current era of knowledge, KM processes constitute such contextual features of the work environment, which can augment and promote job satisfaction (Morgeson & Humphrey, 2006).

It is evident from the literature that the knowledge management process has a relationship with job satisfaction (Islam & Ahmed, 2018; Restyorini, 2019). Masa'deh et al. (2019) research proved that knowledge management significantly and positively impacted job satisfaction (Khaligh & Ranjbarian, 2022). The study conducted by Kianto et al. (2016) in a state university suggested that knowledge management in one's work environment is significantly associated with the job satisfaction of employees (Tsogetsuren & Tugsuu, 2016). Thus based on the above literature, the following hypotheses are proposed.

**H1a.** A positive association between knowledge sharing and job satisfaction.

**H1b.** Knowledge codification is associated with job satisfaction.

**H1c.** A positive association between knowledge creation and associated job satisfaction.

**H1d.** Knowledge acquisition is associated with job satisfaction.

## **2.2 Relationship between Perceived Organizational Support, Knowledge Management, and Job Satisfaction**

Knowledge sharing is one of the dimensions of knowledge management and can broadly be defined as shared information in social interaction involving communicating as well as knowledge-sharing activities from others, with this notion that human interactions “are the primary sources of knowledge transfer” (Argote & Ingram, 2000, p. 156). Knowledge creation is also one of the dimensions of knowledge management. It can be defined as the organization's ability to create new and valuable



ideas and solutions regarding various organizational activities, from technological processes and products to managerial practices (Nonaka & Von Krogh, 2009). For Alavi and Leidner (2001), the knowledge acquisition process concentrates on the application of dispensing, mobilizing, know-how, forming, and knowledge practices. Knowledge is a valuable resource for organizations, even though its acquisition is one of the managers' most substantial concerns in this dynamic environment. At the same time, knowledge codification is converting knowledge into saved information to be utilized in the future as messages Cowan and Foray (1997). Knowledge codification comprises the undertakings required to codify tacit knowledge into explicit knowledge, accumulate documented knowledge and deliver such updated knowledge to others (Filius & Roelofs, 2000). Job satisfaction can be divided into affective and cognitive job satisfaction. The former is one's emotional feelings about the job, while the latter is how well an employee feels pleasure regarding particular aspects of the job, like pay, hours, or benefits (Robbins & Judge, 2008).

Perceived organizational support (POS) refers to “the extent to which the organization values contributions and cares about their well-being” (Eisenberger et al., 1986). In the context of POS, employees perceive support from the organization in handling stressful situations and providing assistance to perform the job more efficiently in case of need (Rhoades & Eisenberger, 2002). POS originates from subordinates' tendency to accredit the organization's characteristics similar to theirs (Yoon et al., 2020). According to organizational support theory (Eisenberger et al., 1986), when employees perceive their leader valuing their efforts to achieve an organizational goal, their belief becomes more robust that the organization cares and values their well-being. Ultimately, they are more likely to feel committed and obligated to engage in behaviors favorable to their organization. Likewise, according to social exchange theory (Blau, 1964), when management facilitates her employees with resources, adequate training, and a supportive environment, the employee, in reciprocation, feels obligated to respond to the organization with a positive job attitude, harder working, and more commitment (Rhoades & Eisenberger, 2002). Employee's perception of high POS complements the approach of increased access to various resources, like funding, equipment, technology, physical assistance, and ideas to enable employees to accomplish work goals (Hochwarter, Witt, Treadway, & Ferris, 2006; Karatepe, 2015). Thus, POS fulfills emotional needs and becomes a cause of impacting job satisfaction (Cheng & Yi, 2018). As in his longitudinal study, Maan et al. (2020) suggested that managers who reported higher levels of organizational support at the beginning of the study also reported higher levels of job satisfaction.

Therefore, POS may be contingent on the relationships between knowledge management (knowledge creation, sharing, acquisition, and codification) and job satisfaction. Previous studies have shown that POS is important in moderating organizational relationships (Cheng, Chen, Teng, & Yen, 2016; Cheng & Yi, 2018; Dublin, 2022; Han et al., 2019; Hur, Moon, & Jun 2013). Thus based on theoretical and literature support, we hypothesize

that the relationships between knowledge management and job satisfaction become stronger for high POS than for low POS.

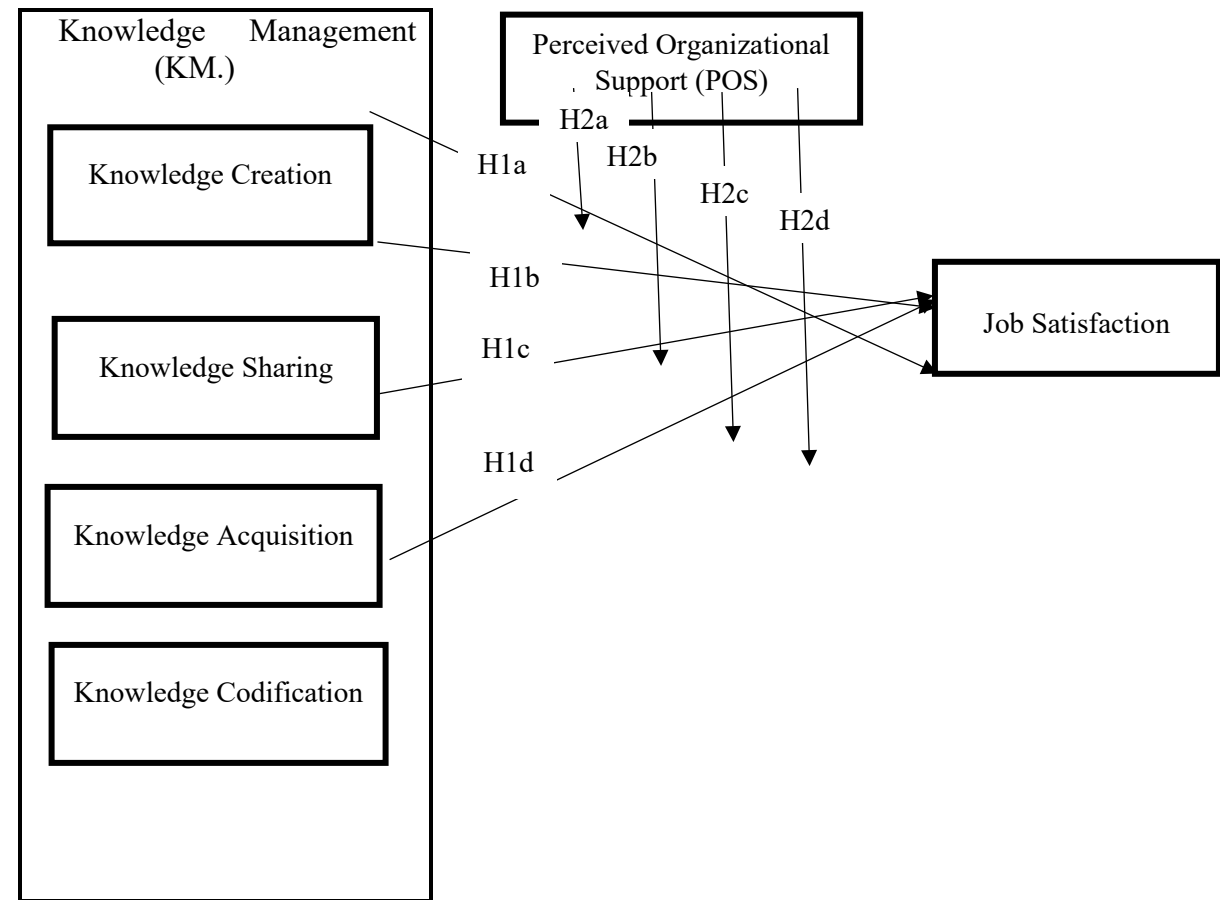
**H2a.** POS plays a positive moderating role between Knowledge creation and job satisfaction.

**H2b.** POS plays a positive moderating role between Knowledge sharing and job satisfaction.

**H2c.** POS plays a positive moderating role between Knowledge acquisition and job satisfaction.

**H2d.** POS plays a positive moderating role between Knowledge codification and job satisfaction.

**Figure.1. Conceptual Model**



### 3. METHODOLOGY

#### 3.1. Sampling

The unit of analysis of the current research study was the teaching staff of public sector universities of Punjab, including Punjab University, UET Lahore, University of Gujrat, and BZU Multan. Non-probability sampling technique was used due to the busy schedule of teaching staff to collect the data from the respective institutes (Bryman, 2016). A pilot study was conducted among thirty-two (32) individuals to evaluate the questionnaire's thorough readability, robust understand ability, and content accuracy for the local population, as the original scale was developed for the advanced countries. After the pilot testing, the researchers adapted some wording in the questionnaire. A sample size of more than 30 but less than 500 is considered good enough for any analysis (Israel, 1992). Two hundred seventy-five (275) questionnaires were delivered to teaching staff, out of which 236 questionnaires were useable for analysis, representing an 85% response rate, good enough for further proceeding.

#### 3.2. Measures

Knowledge creation was evaluated with an eight-item scale validated by Kianto et al. (2016) using 5 points Likert scale ranging from strongly disagree to agree (Cronbach's  $\alpha=0.843$ ) strongly. Sample item included "information about the status, results and problems of different projects are easily available." Knowledge sharing was assessed with a seven-item scale validated by Kianto et al. (2016) through 5 points Likert scale ranging from strongly disagree to agree (Cronbach's  $\alpha=0.802$ ) strongly. Sample items were used "My colleagues are open and honest with each other." Knowledge acquisition was evaluated with a two-item scale validated by Kianto et al. (2016) using 5 points Likert scale ranging from strongly disagree to agree (Cronbach's  $\alpha=0.803$ ) strongly. Sample item included "I easily find information needed in my work from sources outside my organization." Knowledge codification was evaluated with a five-item scale validated by Kianto et al. (2016) using 5 points Likert scale ranging from strongly disagree to agree (Cronbach's  $\alpha=0.834$ ) strongly. Sample item included "Information systems are exploited efficiently." Job satisfaction was measured (Johlke & Duhan, 2000) by a 1-5 Likert scale ranging from 1 (not at all) to 5 (to a great extent). For measuring job satisfaction, fourteen items were used, and sample items were deployed "How much does working at your job result in your having new experiences" (Cronbach's  $\alpha=0.864$ ). POS was assessed (Eisenberger et al., 1986) with an eight-item scale (Cronbach's  $\alpha =.859$ ) with 5 points Likert scale extending from zero (Not at all) to four (true all the time). Six items used for measuring POS from the respondents' sample item were "My organization values producers studying for certifications." Questions regarding demographic data like; gender, age, marital status, and education were also included in the questionnaire.



## 4. RESULTS

### 4.1. Sample characteristics

The valid sample of 236 questionnaires revealed that 64.6% of the universities' employees were male (n=152) and 35.2% were female (n=84), indicating a male-dominated culture in public sector universities, and 55.3% (n=131) were married. Their ages ranged from more than 25 (mean average: 33.5 years), and their education ranged from Masters (29.6%, n=70) degree, M.Phil. (36.4%, n=86), and Ph.D. (33.4%, n=80).

### 4.2 Reliability and Validity

The Cronbach's Alpha for Knowledge sharing, creation, acquisition, codification, job satisfaction, and POS are given in Table 1. The Table shows a satisfactory level of reliability for each construct and has a value above 0.7.

According to (Hair, Black, Babin, & Anderson, 2014), all the constructs must have a value greater than 0.5, and the Table shows that each construct has satisfied this condition and factor loading are up to the required standard (Cheung & Wang, 2017).

Table 1 shows the value of composite reliability, skewness and kurtosis, standard deviation, AVE, and ASV of knowledge sharing, acquisition, codification, creation, job satisfaction, and POS. Data is normally distributed as the value of skewness, and kurtosis lies between -3 to +3 (Collier, 2020). The standard deviation value was not less than 0.25, meaning respondents were serious in responding (Collier, 2020). All the constructs satisfy the minimum requirement and indicate an excellent construct for further process (Sekaran & Bougie, 2016). To test validity, statistics and Microsoft Excel (2016) were used to calculate the validity of all factors. The Table shows the composite reliability of knowledge management dimensions like knowledge sharing, creation, acquisition, codification, job satisfaction, and POS; all the constructs met the set standard having values more than 0.7 (Henseler, Ringle, & Sarstedt, 2015). The AVE of each variable is within the range, and each construct's ASV value also fulfills the requirement of the minimum standard, demonstrating that constructs have discriminant validity (Henseler et al., 2015).

4.3 Correlation Matrix

**Table.1. Reliability and Validity Statistics (N=236)**

Study Variables	Item Nos.	Items	Regressi on.Wt	$\alpha$ ( $\geq 0.7$ )	Skewness	Kurtosis	CR	AVE	ASV	Std.D
Knowledge Share	7	KS-1	.630	0.802	-.240	1.462	0.790	0.596	0.211	.610
		KS-2	.816		-.156	1.466				.604
		KS-3	.598		-.172	1.537				.604
		KS-4	.735		-.216	1.693				.595
		KS-5	.773		-.146	1.635				.592
		KS-6	.840		-.390	1.739				.583
		KS-7	.594		-.335	1.672				.572
Knowledge Creation	8	KC-1	.595	0.843	-.167	.167	0.837	0.667	0.190	.305
		KC-2	.778		-.169	.205				.399
		KC-3	.792		-.209	.322				.423
		KC-4	.715		-.158	.234				.492
		KC-5	.673		-.124	1.169				.575
		KC-6	.670		-.820	.428				.360
		KC-7	.659		-.342	.223				.446
		KC-8	.656		-.252	.319				.405
Knowledge Acquisition	2	KA-1	.681	0.803	-.523	.414	0.709	0.506	0.271	.258
		KA-2	.615		-.237	.395				.449
Knowledge Codification	5	KC-1	.595	0.834	-.485	.396	0.837	0.792	0.211	.541
		KC-2	.672		-.345	.154				.446
		KC-3	.654		-.482	.325				.605
		KC-4	.650		-.292	.242				.659
		KC-5	.658		-.323	.314				.460
Job satisfaction	14	JS-1	.555	0.864	-.482	-.278	0.859	0.635	0.293	.531
		JS-2	.587		-.536	.133				.347
		JS-3	.581		-.676	.746				.327
		JS-4	.515		-.742	.923				.258
		JS-5	.584		-.752	.619				.449
		JS-6	.682		-.607	.535				.541
		JS-7	.754		-.636	.616				.546
		JS-8	.580		-.577	.479				.505
		JS-9	.598		-.723	.614				.559
		JS-10	.565		-.637	.495				.560
		JS-11	.519		-.785	.796				.476
		JS-12	.524		-.545	.054				.444
		JS-13	.559		-.682	.425				.464
		JS-14	.556		-.592	.342				.343
Perceived Organizational Support	6	POS-1	.694	0.859	-.472	.831	0.860	0.696	0.206	.636
		POS-2	.812		-.502	.596				.559
		POS-3	.741		-.605	.632				.683
		POS-4	.869		-.646	.879				.649
		POS-5	.982		-.221	.535				.564
		POS-6	.777		-.474	.729				.652

Table 2 demonstrates the variables' mean and standard deviation along with the variables' relationships. Knowledge sharing, knowledge creation, and codification have a significant and positive correlation with job satisfaction ( $r=0.622$ ,  $r=0.675$ ,  $r=0.617$ ,  $p < 0.01$ ), while knowledge acquisition has a very poor correlation ( $r=0.012$ ,  $p < 0.01$ ). Also, knowledge sharing and creation have a positive and significant relationship with moderator POS ( $r=0.241$  and  $r=0.321$ ,  $p < 0.05$ ). No other dimension of knowledge management has a significant relationship with the POS. Job satisfaction has a positive but low relationship with the POS ( $r=.023$ ).

	Mean	Std.Dev	1	2	3	4	5	6
<b>1. Knowledge sharing</b>	3.16	0.53	1					
<b>2. Knowledge creation</b>	3.76	0.58	.737**	1				
<b>3. Knowledge acquisition</b>	3.55	0.62	.034	.103	1			
<b>4. Knowledge codification</b>	3.76	0.59	.619**	.725**	.131*	1		
<b>5. Job satisfaction</b>	4.10	0.54	.622**	.675**	.012	.617*	1	
<b>6. POS</b>	2.78	0.71	.241	.321*	.048	.070	.023	1

**4.4. Fitness Index of CFA Model:** To analyze the relationship among the latent variables, that hypothesized model was used to test the fitness of the model indexes (X/DF, P value, GFI, AGFI, RMSEA) recommended values (Kline, 2013). The model fit index for all study variables has fulfilled all the parameter criteria (Byrne, 2013).

Factors	X2/df	P Value	GFI	AGFI	RMSEA
	<3	<0.05	>0.90	>0.90	<0.08
<b>Knowledge Creation (KC.)</b>	2.50	0.000	0.985	0.965	0.046
<b>Knowledge Sharing (KS)</b>	1.487	0.000	0.923	0.951	0.032
<b>Knowledge Acquisition (KA.)</b>	2.60	0.000	0.901	0.912	0.058
<b>Knowledge Codification (KC.)</b>	2.01	0.000	0.919	0.902	0.053
<b>Job Satisfaction (JS)</b>	1.09	0.000	0.937	0.986	0.025
<b>Perceived Organizational Support (POS)</b>	2.41	0.000	0.952	0.988	0.068

#### 4.5 Hypothesis Testing

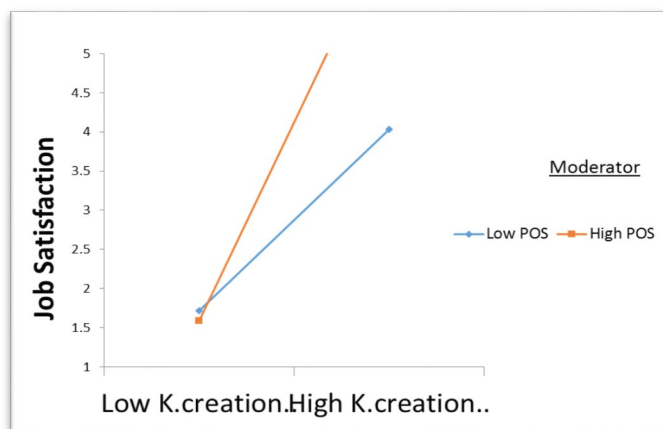
##### 4.5.1 Knowledge Creation, Job Satisfaction, and Moderating Role of POS

Model 1 of Table.4 shows that the control variable does not significantly affect job satisfaction. Only 10 percent of control variables play their role in job satisfaction among employees in public sector universities of Pakistan. This indicates that gender; age, marital

status, and education do little to impact job satisfaction because job satisfaction is subjective and has no relationship with the population's demographics. Moreover, Model 2 depicts the significant impact of knowledge creation on job satisfaction; almost 50 percent of R-squared mention its importance. It shows that the employees working at the public sector universities of Punjab feel more satisfied with their job when they create new knowledge in the shape of research papers, a new method of doing the old job, a new way of administration, and a new way of performing the old ones, as it is a beautiful feeling and employees feel more satisfied. Thus our hypothesis H1a is supported. This means that the one-unit increase in knowledge creation impacts 1.16 units of job satisfaction.

<b>Table.4.Liner Regression Moc</b>			
<b>Variable</b>	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>
<b>Control</b>			
Gender	2.275	2.324	2.742
Age	1.216	0.599	0.679
Marital status	2.258	1.588	1.697
Education	.126	0.620	-0.696
<b>IV</b>			
K. Creation		1.160**	1.848*
<b>Moderator</b>			
POS			0.627
<b>Interaction Term</b>			
POS X KC			0.690*
R-squared	0.102	0.494	0.591

Model 3 shows POS's positive and significant moderating role between knowledge creation and job satisfaction. Hence, our Hypothesis H2a also supports that the more an organization supports its employees, the more people create new knowledge with the help of others, and it will create more job satisfaction. The almost 10 percent increase in R-squared shows the importance of moderating role between knowledge creation and job satisfaction. The graph also shows the moderating role of POS; when there is high POS, a strong positive relationship is seen between knowledge creation and job satisfaction. Because in public sector universities, when a concern provides support to their employees for research activities, like research papers publications and students supervision, it will build the employee's profile and create more job satisfaction. Figure 2 also shows this reality more concretely.



**Figure.2. Interaction Effects**

**4.5.2. Knowledge Sharing, Job Satisfaction, and Moderating Role of POS**

Model 1 of Table.5 shows a significant impact of knowledge sharing on job satisfaction, and almost 42 percent in R-squared shows the importance of knowledge sharing in employees' job satisfaction. One unit increase in knowledge communicating impact of 0.88 on job satisfaction. Thus it provides support to our hypothesis H1b.

**Table.5. Liner Regression Model**

Variables	Model 1	Model 2
<b>Control</b>		
Gender	2.759*	3.036
Age	0.099	0.131
Marital status	1.367	1.398
Education	-0.134	-0.169
<b>IV</b>		
K. Sharing	0.881**	1.113*
<b>Moderator</b>		
POS		0.392
<b>Interaction Term</b>		
POSxKS		0.410*
R-squared	0.423	0.510

Model 2 of Table.5 explains the moderating effect of POS between knowledge sharing and job satisfaction. It shows a significant positive role of POS in job satisfaction and supports our Hypothesis H2b. The more facilities an organization provides its employees, the more knowledge sharing in the organization and causes more job satisfaction. Figure 1 also shows that when there is high POS, a robust positive relationship occurs between knowledge sharing and job satisfaction.

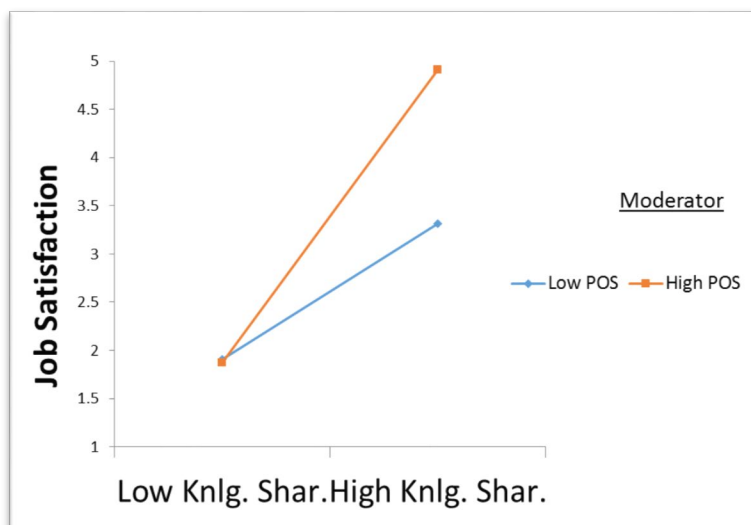


Figure.3 Interaction Effects

4.5.3. Knowledge Acquisition, Job Satisfaction, and Moderating Role of POS

Model 2 of Table.6 shows a poor effect of knowledge acquisition on job satisfaction; only seven percent R-squared shows no significant role in knowledge acquisition. In other words, the people working in the public sector universities of Punjab are not interested in acquiring new knowledge, skill, and competency. So our hypothesis H1c is rejected.

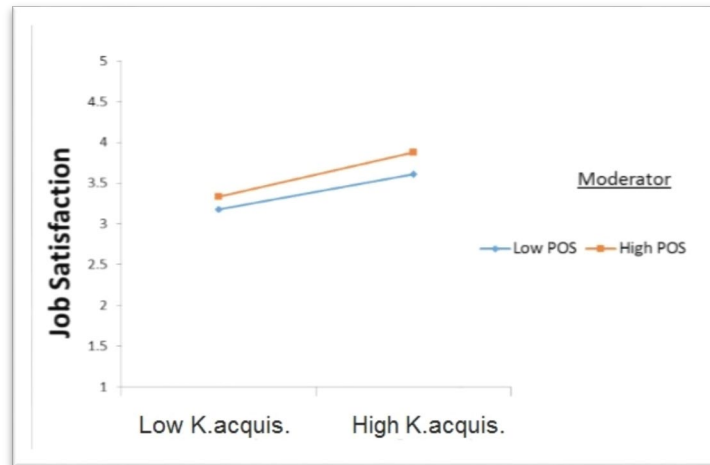
Table.6.Liner Regression Model		
Variables	Model 1	Model 2
<b>Control</b>		
Gender	2.836	2.839
Age	0.461	0.440
Marital status	1.918	1.993
Education	0.198	0.212
<b>IV</b>		
K. acquisition	0.071	0.245
<b>Moderator</b>		
POS		0.105
<b>Interaction Term</b>		
POSXKA		0.027
<b>R-squared</b>	0.073	0.074

Further, no moderating effect POS plays between knowledge acquisition and job satisfaction. The reason behind this is higher authorities' lack of interest in acquiring new talent in the universities because of many reasons like lack of resources, poor



administrative controls, and poor strategic planning in the organizations. So our hypothesis of H2c is also rejected.

Graph 4 also confirms that in public sector universities, there is no concept of knowledge acquisition among employees and management, and has no idea of it.



**Figure.4. Interaction Effects**

**4.5.4. Knowledge Codification, Job Satisfaction, and Moderating Role of POS**

Model 1 of Table.7 shows that knowledge codification has a significant positive impact on job satisfaction, which means the structural form of knowledge in which knowledge is stored is very important for job satisfaction. The more explicit state of knowledge that resides in an organization, it will create more job satisfaction. Libraries, knowledge databases, websites, and so on the example of explicit knowledge. The R-squared 0.43 also shows the importance of knowledge codification in job satisfaction. The one-unit increase in the knowledge codification will result in a 0.965 unit increase in the job satisfaction of the employees working in the public sector universities of Punjab. Thus our hypothesis H1d is supported.

**Table.7.Liner Regression Model**

Variable	Model 1	Model 2
<b>Control</b>		
Gender	2.987	3.257
Age	0.670*	0.714
Marital status	1.670	1.803
Education	-0.536	-0.594
<b>IV</b>		
K. codification	0.965**	1.191
<b>Moderator</b>		
POS		0.415
<b>Interaction Term</b>		
POSX KD		0.021
R-squared	0.434	0.441

Model 2 of Table.7 shows that POS does not play any significant moderating role between knowledge codification and job satisfaction. It also shows the missing part in our public sector universities: more attention is required to improve the structural form of knowledge. This is because of the public sector universities' lack of resources to codify the proper knowledge. Graph 5 also shows no moderating effect on both variable. Thus our H2d is rejected.

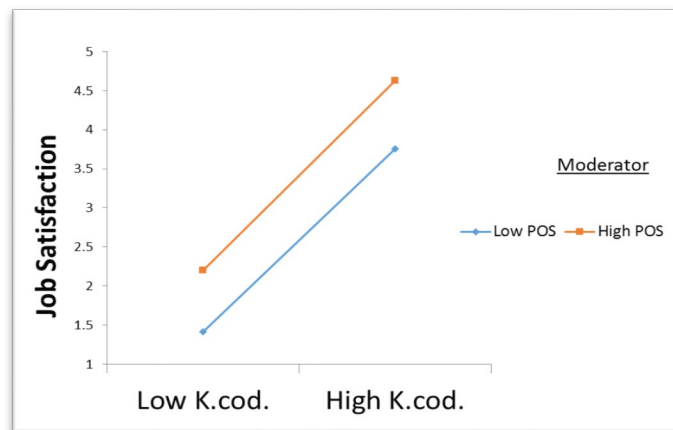


Figure.5.Interaction Effects

#### 4.6. Summary of Results

The summary of results is shown in Table 8 for an overall view of which dimension of knowledge management is supported by job satisfaction and where the POS is playing the moderating role in between the dimensions

Table.8. Results of Hypotheses		
Sr#	Description	Result
H <sub>1a</sub>	Knowledge creation will be positively associated with job satisfaction.	Supported
H <sub>1b</sub>	Knowledge sharing will be positively associated with job satisfaction.	Supported
H <sub>1c</sub>	Knowledge acquisition will be positively associated with job satisfaction.	Rejected
H <sub>1d</sub>	Knowledge codification will be positively associated with job satisfaction.	Supported
H <sub>2a</sub>	POS plays a positive moderating role between Knowledge creation and job satisfaction relationship	Supported

H <sub>2b</sub>	POS plays a positive moderating role between Knowledge sharing and job satisfaction relationship	Supported
H <sub>2c</sub>	POS plays a positive moderating role between Knowledge acquisition and job satisfaction relationship	Rejected
H <sub>2d</sub>	POS plays a positive moderating role between Knowledge codification and job satisfaction relationship	Rejected

## 5. Discussion

Knowledge management has different dimensions: creation, sharing, acquisition, and codification. Each dimension is regressed separately to explore which dimension plays a vital role in the employee's job satisfaction. This research investigation's main objective is to explore the role of knowledge creation, sharing, acquisition, and codification as dimensions of knowledge management on employee job satisfaction. Also, an attempt has been made to try the moderating role of perceived organizational support on each dimension of knowledge management so that it became apparent in which dimension POS is playing a moderating role. The research model is tested through a sample size of 236 employees working in the public sector universities of Punjab. Data analysis and hypothesis testing are performed through the SPSS software, linear regression models, and interaction effects.

The hypothesis results and outcomes are up to the researcher's expectation and highlight some gaps that need higher management attention to probe for a solution. The dimension of knowledge management, like knowledge sharing, creation, and codification, has a positive and significant impact on employees' job satisfaction. One of our study hypotheses, H<sub>1c</sub>, is rejected while accepting other hypotheses, H<sub>1a</sub>, H<sub>1b</sub>, and H<sub>1d</sub>, and the results of our study are supported by previous findings (Alias et al., 2018; Curcic & Matejic, 2021; Kianto et al., 2016; Masa'deh et al., 2019). This is because universities are the knowledge management hub (Henttonen et al., 2016), so people are more engaged with these activities. As people research, get involved in teaching, and conduct seminars, workshops, and training, people feel more satisfied with their jobs when these activities are performed in these institutes (Hasballah, 2021). The POS moderates knowledge creation and knowledge-sharing (Han et al., 2019; Yoon et al., 2020). Thus, it supports our hypotheses H<sub>2a</sub> and H<sub>2b</sub>, that POS moderates while rejecting H<sub>2c</sub> and H<sub>2d</sub>. The main reasons behind supporting these hypotheses are that top management is interested only in knowledge creation in the shape of research thesis and research papers and attached rewards with these activities. Additionally, these activities contribute positively to ranking universities in HEC ranking criteria; hence, higher management pays full attention to its improvement.

### 5.2. Practical implication

The research investigation shows that dimensions of knowledge management, i.e., knowledge creation, sharing, acquisition, and codification, significantly and positively correlate with the job satisfaction of employees working in the public sector universities of

Punjab. Consequently, people feel more satisfied when they create knowledge from a research thesis, research papers, and conference papers (Henttonen et al., 2016). Further knowledge sharing also play a significant role in job satisfaction in the form of a workshop, seminars, and business plan competitions. Additionally, employees working for these organizations also feel satisfied with the knowledge resources in the form of subordinates working under them and contributing to their performance; they do not want to lose them (Yilmaz et al., 2014). Moreover, the resources for knowledge repositories play their part in structural knowledge in these universities, like physical libraries, on lines libraries, digital databases, and research portals. People are happy with their occupations and access to these facilities and feel more satisfied with their jobs. The need of the hour is to strengthen these resources so people develop a habit of learning which ultimately leads to a knowledge-centered culture in these institutes.

The dimension of knowledge acquisition is not positively and significantly correlated with job satisfaction. The main reason behind this is the lack of acquiring new talent in these institutes, resources, and top management's dearth of attention to spreading the existing knowledge base of the universities means the shortage of faculties in the departments and extra burden on the available human resources.

Thus, perceived organizational support plays a moderating role only with dimensions of knowledge management, i.e., knowledge sharing and creation. This means the organization only supports these activities in the public sector while ignoring other components or aspects of knowledge management. The results could be dangerous in the long run as people will leave when they feel the organization is not supporting them in acquiring knowledge and codifying. The results of the previous studies show that knowledge codification and knowledge retention contribute positively towards job satisfaction. So, organizations must support these activities by adopting proper rules, regulations, and MOUS with other institutes to have a robust knowledge system in the shape of libraries and online resources.

### **5.2. Limitations of the Study**

Like other studies, the current study has some limitations, which may affect its generalizability. Firstly, the data was collected only from public sector universities, not private ones. Secondly, employees of public sector universities had plenty of work, so they could not complete the questionnaire correctly and with full concentration. Thirdly, the sample size selected for this research is limited to the Punjab territory, so this study's results could not be generalized to the national or international level.

### **5.3. Future Research Directions**

Future study needs to be conducted in the public and private sector universities with large-scale data through POS as a mediator in job satisfaction. Furthermore, this study is taken in public sector universities of Punjab; however, future research could be on private sector universities in the same region. Also, this study is piloted by getting data from the questionnaire method. Data could be collected using other methods based on interviews and observation/discussion to gain more insight and depth; hence, results may be

generalized. Finally, this research is cross-sectional; the subsequent analysis could be a longitudinal study to get detailed information and data.

### **5.5. Conclusion**

The main objective of this study is to examine through analysis that with the addition of POS moderators, two dimensions of knowledge management, knowledge creation, sharing, and codification, played a significant role in job satisfaction. This research is mainly focused on public sector universities, therefore, the significance of POS in job satisfaction in the employees of this region. However, such activities could contribute toward the organization's betterment, growth, and identification of their employees. Hence, it is concluded that the original model with POS can play a more positive role in the job satisfaction of organization employees.

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