

CAPITAL UNIVERSITY OF SCIENCE AND
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**Impact of Employee Suspicion on
Social Undermining with
Mediating Role of Knowledge
Hiding and Moderating Role of
Knowledge Sharing Climate**

by

Ainee Hamza

A thesis submitted in partial fulfillment for the
degree of Master of Science

in the

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Department of Management Sciences

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*Dedicated to
My Lovely Husband,
and
My Children,
for supporting me all the way*



CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY
ISLAMABAD

CERTIFICATE OF APPROVAL

**Impact of Employee Suspicion on Social Undermining with
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Role of Knowledge Sharing Climate**

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1. Hamza, A., Bashir, S. (2018). Impact of Employee suspicion on social undermining. Mediating role of knowledge hiding and moderating role of knowledge sharing climate. *International Journal of Science and Research*.

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Abstract

This study investigates the impact of employee suspicion on social undermining. It further examines the mediating role of knowledge hiding and moderating role of knowledge sharing climate. Data were collected from a sample of 313 respondents from high schools of Pakistan. Findings of this study indicate that employee suspicion is positively related to social undermining. Social undermining is significantly increased due to employee suspicion when the employees start hiding knowledge from their peers and colleagues, indicating that knowledge hiding acts as a mediator between Employee suspicion and Social Undermining in organizations.

The study also examines knowledge sharing climate as a moderator which is found to be negatively related, highlighting that organizations with high knowledge sharing climate weakened the relationship between employee suspicion and knowledge hiding and thus such organizations showed less practices of knowledge hiding.

Employee suspicion, Social Undermining, Knowledge hiding, Knowledge sharing climate, Social Exchange, Pakistan.

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Chapter 1

Introduction

1.1 Background of the Study

In the past decade, there has been a number of studies which focused on knowledge management (Rhee & Choi, 2017; Wang, Noe & Wang, 2014). It has become crucial for organizations to manage knowledge in today's global economy if they want to succeed (Kluge, Stein, & Licht, 2001). Numerous studies have been conducted on different aspects of knowledge management like knowledge transfer (Sarala, Junni, Cooper & Tarba, 2016; Iyengar, Sweeney & Montealegre, 2015), knowledge innovation (Gregor & Hevner, 2014) and knowledge hiding (Connelly, Zweig, Webster & Trougakos 2012, erne, Nerstad, Dysvik & Škerlavaj, 2014). As the economies and industries are becoming more “knowledge intensive”, the foremost concern for organizations is to allow knowledge to be more extensively and effectively shared within the organization (Hislop, 2013) due to which an emerging area of interest in the recent times, which has attracted interest of practitioners and scholars, is knowledge hiding. Though knowledge hiding has been identified in earlier 90's but its studies were limited to small organizations (Connelly, Zweig, Webster, & Trougakos, 2012).

Knowledge hiding refers to a person's intentional behavior that aims to hide, withhold or veil knowledge that another person requires or is searching for (Connelly, Zweig, Webster, & Trougakos, 2012). Knowledge hiding is somehow related to

workplace incivility, social undermining, aggression, deception and counterproductive workplace behavior (Connelly, Zweig, Webster, & Trougakos, 2012). Given the coworker dyadic relationship, employee's involvement depends on their orientation towards their peers and organization (Etzioni, 1975). Little evidence has been observed on experimental basis on the outcomes of knowledge hiding (Serenko, Serenko, Bontis, & Bontis, 2016) but as a type of counterproductive work behavior knowledge hiding has been observed to increase turnover intentions, reduce individual creativity and increase in reciprocal knowledge hiding (Serenko, Serenko, Bontis, & Bontis, 2016; Bogilovi, erne, & Škerlavaj, 2017; Mangold, 2017). Thus knowledge hiding can be crucial for employees' assessment of their workplace.

Employee suspicion is the employee's state of judging the faced uncertainty with doubt and judging the act of others negatively (Bobko, Barelka, Hirshfield & Lyons 2014). Although previous studies have found that employee suspicion has a considerable impact on employee turnover, counterproductive work behavior and performance (Douglas & Leite 2017, Greco, O'Boyle & Walter 2015), a theoretical perspective clarifying that employee suspicion and knowledge hiding can lead to social undermining is still missing in the existing literature. Using social exchange theory as the principal theoretical lens, we take a step further to predict that knowledge hiding mediates the relationship between employee suspicion and social undermining. Particularly, we build on the existing literature of social exchange theory (Blau, 1964) and employ a three phase survey design to establish and clarify a relationship between employee suspicion, knowledge hiding and social undermining. According to social exchange theory, all behaviors are a series of exchange and relationship developed with others through these exchanges (Cropanzano, & Mitchell, 2005). Research suggests that individuals tend to display negative social exchange behavior if they are unsatisfied or doubtful about the behavior of their supervisor or peers (Greco, O'Boyle, & Walter, 2015) and they tend to reciprocate the way they are treated (Spitzmüller, Glenn, Barr, Rogelberg, & Daniel, 2006), thus hiding knowledge from peers if they hide knowledge will be a viable social response for the individuals. We propose that employees doubt and suspicion develops knowledge hiding behaviors and thus they will be less giving in this dyadic

relationship which then may lead to social undermining.

Social undermining at workplace is a constant challenge for the organizations; it refers to a negative social interaction that triggers and afflicts the target (Rook, 1992) as a result of devious behavior impeding over time (Duffy, Ganster, & Pagon, 2002). Surprisingly, despite the growing research interest in studying these two constructs, there have been few studies linking knowledge hiding to social undermining (Connelly & Zweig, 2015, Erne, Nerstad, Dysvik & Škerlavaj, 2014). Therefore, it is important to know whether knowledge hiding leads to social undermining or not. The first objective of this study was to fill this vacuum.

Along with examining the above relationships, this study explores knowledge sharing climate as the peripheral condition of the linkage between employee suspicion and knowledge hiding as well as the indirect effect linking employee suspicion, knowledge hiding and social undermining. Knowledge sharing climate refers to open organizational climate where information flows freely (Brock, Zmud, Kim, & Lee, 2005) and organization is committed to sharing knowledge (Radaelli, Mura, Spiller, & Lettieri, 2011) creating innovative organizations (Connelly, & Kevin Kelloway, 2003) and employees feel sharing of knowledge is more rewarding (Gupta, 2008). We theorize that when employees feel uncertain about the other person's acts (Fickas & Nagarajan, 1988) they tend to rely more on their developed suspicion on their peer and tend to hide knowledge and socially undermine the workplace. Thus the relationship between employee suspicion, knowledge hiding may be stronger if the organization does not possess a knowledge sharing climate whereas the indirect affect between employee suspicion, knowledge hiding and social undermining may be weaker among organizations and employees having high knowledge sharing climate.

1.2 Gap Analysis

Employee Suspicion is nowadays a popular topic among researchers. A fewer number of studies have examined the antecedents of suspicion and outcomes of suspicion are mostly overlooked. In particular, this article responds to a recent

call for research by Bobko et. al (2014) in illuminating literature and research on employee suspicion. It is quite encouraging to conduct such study on employee suspicion in Asian culture in order to explore more novel outcomes of employee suspicion.

Knowledge hiding is yet another focal variable of this study. Though researchers have contributed a lot in highlighting knowledge hiding as a mechanism of avoidance coping (Fang, 2017; Connelly & Zweig, 2015) and a potential reason for declining creativity level of employees (erne, Nerstad, Dysvik & kerlavaj, 2014) but limited studies have been conducted to analyze the antecedents and outcomes of such behaviors in the organization. Connelly et. Al., (2017) suggest to study knowledge hiding, its antecedents, consequences and organizational outcomes in different context. While Pakistani society also lack empirical studies on knowledge hiding, Thus conducting more studies on the antecedent and consequences of knowledge hiding will significantly contribute to literature with a glimpse of Pakistani context.

Knowledge sharing climate is taken as a possible moderator to decrease the act of knowledge hiding in employee suspicion. Some studies on knowledge sharing climate have been conducted where knowledge sharing climate have augmented positive job outcomes (Gupta, 2008; Chen, Chuang, & Chen, 2012) but research in the knowledge hiding field is deficient in examining empirically how knowledge hiding and knowledge sharing climate might decrease negative organizational outcomes in employee suspicion.

1.3 Problem Statement

Management researchers have been trying to study the different outcomes of knowledge hiding and as a result a large number of outcomes have been reported so far but social undermining and suspicion needs to be tested to reduce the negative consequences effecting the organization.

Social undermining is a negative outcome of knowledge hiding but not much attention has been paid to this relationship in the past. A substantial gap can be filled

by studying not only the social undermining of suspicious employee but knowledge hiding and knowledge sharing climate can potentially mediate and moderate this relation respectively to highlight the impact on the organization due to such behaviors. Moreover, this study includes knowledge sharing climate as potential moderator since this too in the main relationship in question here has not yet been studied in any context so far.

Thus, the study focuses on studying the impact of employee suspicion on social undermining with the mediation of knowledge hiding and moderation of knowledge sharing climate.

1.4 Research Questions

On the basis of the stated problems, the present study invigorate in finding answers to some questions which are as follows:

Research Question 1

Does employee suspicion lead to social undermining?

Research Question 2

Is there any relationship between employee suspicion and knowledge hiding?

Research Question 3

Does knowledge hiding increase social undermining?

Research Question 4

Does knowledge hiding mediates the relationship between employee suspicion and social undermining?

Research Question 5

Does knowledge sharing climate play a role of moderator in the relationship of employee suspicion and knowledge hiding?

1.5 Research Objectives for This Study

The overall objective of the study is to develop and test hypothesized model to find out the relationship between employee suspicion, knowledge hiding and social undermining. Furthermore to find the relationship of knowledge sharing climate as a moderator of the mentioned variables in the research model.

The specific objectives of the study are as follows:

1. To explore the relationship between employee suspicion and social undermining.
2. To explore the relationship between employee suspicion and social undermining through knowledge hiding.
3. To examine the moderating effect of knowledge sharing climate on the relationship of employee suspicion and knowledge hiding.

1.6 Significance of the study

This study will be helpful to managers in managing social undermining by employee suspicion at work, and also increase and promote the knowledge sharing climate in organizations. This study will also be helpful in decreasing the organizational misbehavior (Vardi & Wiener, 1996) which is done intentionally at workplace and will help increase a trusted environment by minimizing suspicion in the work place. This study will increase awareness in identifying suspicion in the developmental sector of the Pakistan in order to decrease social undermining.

The present study will also be helpful in finding ways to motivate employees to develop a knowledge sharing climate in the organization and get the maximum output from their competent employees because employee suspicion have the ability to be extra conscious in the organization and thus this can turn into a potential helpful tactic to rule out unfavorable situations.

This study will also give a new insight to the field of Human Resource Management by hiring employees carefully keeping in mind to pinpoint employee suspicion. It will also help stimulate training programs to decrease knowledge hiding arising due to the absence of knowledge sharing climate which can improve the knowledge management process. This study will also urge researchers to look for those practices which can be used to improve knowledge sharing climate at work.

1.7 Supporting theory:

Several theoretical perspective have been presented by different researchers which are used worldwide to underpin the studies of social undermining and employee suspicion like attribution theory, fairness theory and conspiracy theory but social exchange theory predominates all the variables of the present study.

1.7.1 Social Exchange Theory

Social exchange theory is widely used in social sciences. Blau, (1964) states that all behaviors are a series of exchanges. It explains how a relationship develops with others through these exchanges and the individual engaged in social behavior expect contributions from the other party as well in social exchange. These exchanges stimulate intense feelings (Rook, 1992) which hampers the ability of understanding social relationships and interactions (Duffy, Ganster, & Pagon, 2002).

Cropanzano and Mitchell (2005) state that there are some guidelines of this exchange process in which employees expect a bidirectional exchange transaction thus they are engaged in keeping relationship with others on the basis of cost and benefit analysis as they expect something in response from the other party. Thus employees hide a certain amount of knowledge after doubting or misjudging the other's acts in response of a particular behavior between coworker dyads. And thus employees get something from the peer or subordinate at the cost of what he gives and vice versa.

The social exchange theory explains that this exchange relationship is a reciprocity as a folk belief (Gouldner, 1960). It involves hiding a certain amount of knowledge as people get what they expect culturally. When the subordinate hides knowledge with others, others will also respond in the same form of divergent behavior and will be more intended in socially undermining others at workplace. If one dwindles to exchange knowledge, the relationship of exchange is terminated (Anaza & Nowlin, 2017) which consequently results in social undermining at the workplace. Distrust amplifies ineffective social exchanges (Blau, 1964) and thus will affect behavior of employee suspicion in knowledge hiding behaviors.

Chapter 2

Literature Review

2.1 Employee suspicion and Social Undermining

Organizations have shifted their focus on exploring the hidden employee behaviors and are trying to devise ways of managing them in order to gain organizational excellence. As the organizations are becoming more globalized, the world has seen a shift in the way information creation and exchange occurs within the organizations (Rodine-Hardy, 2015; Del Giudice, & Maggioni, 2014). Thus business relationships are also changing rapidly and give rise to distrust nonconformity and disintegration which develops suspicion within the individuals (Bobko, Barelka, Hirshfield, & Lyons, 2014).

Suspicion is a state which an individual undergoes frequently but the literature is trifling so far (Bobko, Barelka, Hirshfield, & Lyons, 2014). Though the concept of suspicion is naïve to the management science literature, most of the available literature on suspicion is from social psychology and applied psychology (Averill, 1985; Bond, & Fahey, 1987; Rubin, 1975; Epley, & Huff, 1998; Hilton, Fein, & Miller, 1993; Sinaceur, 2010; Kim, Ferrin, Cooper, & Dirks, 2004; Heretick, 1981). Bobko, Barelka, and Hirshfield (2014) highlighted the state suspicion, which is totally based on the prevailing situation. Almost all the disciplines attribute suspicion to three major components, namely: uncertainty, speculation and misin- tent. Employee trait suspicion is a concurrent state of uncertainty, speculation as

a cognitive activity and mis-intent multiplying by perceived hypotheses about the coworker's behavior by the individual (Bobko, Barelka, & Hirshfield, 2014; Fein, 1996).

Uncertainty factor of trait suspicion includes misjudgment about the realness of the behavior (Hilton, Fein, Miller, 1993). It is a fundamental explanation of deferred adjudication which describes how an individual's thought process culminates into his assumptions about the motives of other people, object or a situation. The individual who is uncertain does not have much idea about the upcoming state or behavior from others (Milliken, 1987). This can be understood well with an example of a school teacher who is sharing some school matter with her fellow colleague and is unsure if she is dealing with a reliable person or not. The teacher might have certain anticipations based on previous experiences with other fellow colleagues and she does not know if the information she is sharing with her colleague might be miscommunicated or misunderstood.

Mis-intent aspect of trait suspicion clearly identifies with improper intention and fears about other person's thinking, actions and reactions which might cause harm to the individual or impedes in achieving one's goals. Researchers have discussed similar fears and feelings of deception and hidden intentions (Koehler & Philippe, 2014; Kun & Whaley, 2015). While the fears take a toll on the individual, he or she is preemptive to share information as the shared information might cause biased outcomes or have some hidden interests (Echebarria-Echabe, 2010). The receiver might use this information for manipulated outcomes against the person who shared the information. The manipulation might be done as it fulfills the personal interests of the receiver (Lyons, & Mehta, 1997). Referring back to the example of the school teacher, not only the teacher is uncertain about what might go wrong as a consequence of sharing this information but she will also be concerned about the potential harm that might occur. The goal of the teacher might be to alarm or alert the colleague in order to improve daily activities at school and the colleague's goal might also be to perform the daily activities error free; aligning the goals of the teacher and her colleagues. However, the colleague's goals might be to compete and go ahead of the teacher as well. The colleague for example,

might want to get promoted quicker than the teacher, thus the colleague might use the given information to harm the teacher, to come in the lime light and show better performance than her.

The speculation component of trait suspicion is like a disease of having baseless assumptions about the behavior and reaction of others. In such state of mind intensified levels of cognitive processes occur that generate elucidations of various kinds including encoding and decoding the information received for the observed behaviors (Kramer, 1998). Continuing the example above, the school teacher is uncertain about the possible outcomes while interacting with her colleague and might judge that the colleague has an intention of harming her or perceive the colleague as having different goals, thus the teacher might look for more evidences and proofs to determine what outcome the interaction between her and the colleague bring. The teacher might focus on the views other have about her colleague that initiated the belief of mis-intent.

Suspicion has been related to the extensive literature on trust and distrust but is observed as different from trust and distrust with its uncertainty aspect. State suspicion is different from distrust due to the uncertainty and suspended judgement present in the cognition about the intentions and acts of others (Khazon, 2016). Suspicion is a simultaneous and coinciding state of uncertainty, speculation and mis-intent regarding the person, object or underlying information. For a person, which in this case is an employee, to develop state suspicion, simultaneity is the key. This indicates that being only uncertain or speculating about an event happening in the organization does not necessarily give rise to suspicion or even only have mis-intent about the other person does not develop suspiciousness (Sinaceur, 2010). However the presence of all three facets develops a state of suspicion. Bobko et. al., 2014 have described three heralds for the stage process of suspicion which helps us understand how individuals become suspicious. These three heralds are: a) environmental signals, b) preexisting personality traits, c) potential and distal outcomes of being in suspicious state.

In the first precursor an individual gets hints and signals from the environment that something unexpected, harmful or malevolent is going to happen which increases

uncertainty about the person or situation (Bobko, Barelka, & Hirshfield, 2014). A teacher, for example, might feel a change in the body language or voice as his colleagues give input regarding a situation being explained by the teacher. An employee might observe that the reports given to him or her are done clumsily than what they have seen in the past. Bobko, Barelka, Hirshfield, & Lyons (2014) have divided these environmental signals into two types: 1) patterns of adverse inconsistency and 2) mislaid data and information

The patterns of adverse inconsistency include seeing a mismatch or inconsistency in the system or the tool being used and the corporate reputation an individual holds (Xiong, & Liu, 2004; Higgins, 1989; Bisantz, & Seong, 2001; Mahon, 2002). Normally such patterns increase state suspicion as the outcomes seem to be different than what one has expected (Bobko et al., 2014). According to van Prooijen, & de Vries, (2016) employee suspicion increases if the employees observe inconsistency in the behavior of their leaders, as the system gives room to the leaders to be corrupt or less honest with the organization. Researchers have found that this behavior is a reciprocal relationship where one individual reciprocates the trust expressed by their colleague (King-Casas, Tomlin, Anen, Camerer, Quartz, & Montague, 2005) thus the individual will generally be less suspicious about his or her colleague if the patterns in the environment show consistency with his or her expectations.

Mislaid data and information includes how transparent is the information that the individual is receiving (Armstrong, & McAdams, 2009) and the credibility of the source from where the information is being received (Morrison, 2002) thus altering the individual's behavior based on this rising doubt (Burgoon, Buller, Ebesu, White, & Rockwell, 1996). This effects the employee suspicion by varying degree of uncertainty in the organization. For example individual might make certain assumptions regarding the missing information and infer the missing hints. Research has shown that even in virtual communities individuals share and give information to individuals who share their personal information with them (Ridings, Gefen, & Arinze, 2002) as this decreases uncertainty and the individual is less suspicious due to social exchange taking place contrary to the situations where individuals

make less favorable judgments if they have mislaid information about a certain situation (Ebenbach, & Moore, 2000), which will lead to increase in suspicion.

There is scant research on the relationship between personality traits, individual difference and suspicion but an extensive body of literature has focused on trust that leads to decrease in uncertainty (Deutsch, 1958; SUSAN, & Holmes, 1991; Hsu, & Chang, 2014) stemming decrease in suspicion. When employee suspicion increases, individual is less likely to trust the other person as the suspicion influences the acumens of honesty and trustworthiness (Grant, & Hofmann, 2011).

In the second precursor an individual might be more suspicious due to different or unique personality traits in him or her. The environment in which individuals interact is impelled by individual's personality traits (Bobko, Barelka, Hirshfield, & Lyons, 2014). Individual personality effects the amount of information to be shared, the experience of the individual with the environment and the intellect of the person which varies from individual to individual (Bansal, Zahedi, & Gefen, 2016). These personality traits act as sieves to change and mesh the uncertainty and mis-intent in cognition as a response to the situation (Khazon, 2016). Sometimes feeling of belongingness may come along with feelings of being segregated from the colleague (Prooijen, 2016). This suspicion might be due to the personal traits that one is personally threatened or deceived by other colleagues. Creative individuals too might be suspicious due to their personality trait of being creative about situations and anticipating different options regarding the situation might lead them to be more suspicious of the situation than others (Bobko, Barelka, Hirshfield, & Lyons, 2014). There are two ways by which state suspicion is influenced due to the difference in personality from individual to individual (Khazon, 2016). Firstly, what a person infers an equivocal indication in the environment. Employees who have seen an organization to manipulate information might interpret the foreseen situation to instigate suspicion (Douglas, & Leite, 2017). Secondly, personality traits could prompt whether or not the person notices the indications in the environment or not. Some teachers might not notice that the other employees manipulate the information to achieve their targeted objectives. Moreover, having high trust in the employees of the organization might also lead the person to

be less attentive to the threats in the environment (Lewicki, McAllister, & Bies, 1998). The people having lower trust in their personality notice such threats in the environment promptly.

In the third precursor state suspicion occurs due to the potential and distal outcomes. A suspicious individual will look for possible signal in the environment, which are also influenced by one's traits and then the person attempts to calculate the possible outcomes of the situation (Krueger, & Dickson, 1994). This activity of analyzing the environment and calculating the possible outcomes is a cognitive taxing state as it has different neurological processes associated with it (Dimoka, 2010) which may lead to a mix of emotions, mainly negative emotions of fear or stress.

In past literature social undermining is defined as negative social exchanges which is mainly based on hate and devaluing of others (Abbey, Abramis, & Caplan, 1985; Rook & Dooley, 1985). In such social interactions those employees who are not fully interested due to ambiguity about their role will perform inefficiently which will ultimately result in adverse organizational performance (Seeman, 1983), and such individual who are not guided properly about their work will involve themselves lesser in social interaction with others at workplace (Musil, Kubalíková, Hubíková, & Neasová, 2004). Mismatch of values, norms and behaviors between individual and his environment fuel the negative energy which float to surface after certain period of time (Seeman, 1972), then it results in distortion of communication and reduce employee involvement in the organizational tasks and organizational members (Kanungo, 1981).

Social undermining is a parasite that cuts down the abilities of individuals to develop positive social relationship, successful work relationship and gaining good reputation (Duffy, Ganster, & Pagon, 2002). Social undermining is different from other constructs. It effects the relationship among coworkers and also harms the victim of that phenomena. Other negative construct have no clear idea about their negative outcomes while the outcomes of social undermining are explicit and clear. Social undermining is different from workplace incivility, in workplace incivility the purpose of behavior is not known while social undermining is intended

behavior (Hershcovis, 2011). Social undermining interrupts the working relationship, and this also implies that the victim, and behavior of others are also directed towards the victim. Therefore social undermining can be defined as an interference with working relationship, reduced well-being of victim and also damaging the reputation of the victim.

In large number studies social undermining is conceptualized and measured at global level (Duffy et al., 2006; Fleishman et al., 2000). Oetzel and colleagues (2007); Vinokur & van Ryn, 1993) have identified two aspects of social undermining, the first one is the critical appraisal of the social interaction. It is based on the perception that the nature of interaction is grave and unkind (i.e., negative evaluation). The second aspect is isolation or alienation which is the feeling of the individual that he is isolated and avoids social interaction (i.e., negative affect).

Social undermining hinders the ability of individual in building and developing good positive working relationships, decreases the chances of workplace success in the organization and adversely affects reputation (Duffy, Ganster, & Pagon, 2002). Socially undermined behaviors include blocking the work of coworker for the purpose of presenting them bad in front of others, involvement in intense competition for power and status with colleagues and providing wrong and misleading information about the job to pull them down.

Social undermining is a demeanor done intentionally to detriment other individual's relationships at social level, professional and occupational attainment, and status (Duffy, Ganster, & Pagon, 2002). Social undermining is defined as behavior intended to create hindrance, over time, the ability to establish and maintain positive interpersonal relationships, work-related success, and favorable reputation (Duffy et al., 2002). The employees who feel threatened and are at conflict with the other employee or coworker, try to bring them alongside via social undermining.

Number of researchers have highlighted the negative outcomes of social undermining with respect to victims perspective and on part of organization as well. Employees feeling socially undermined are reported with high level of stress, frustration, depression, anxiety and lack of confidence (Duffy et al., 2002; Duffy,

Ganster, Shaw, Johnson, & Pagon, 2006). And those victims of social undermining are more likely to engage in undesirable behavior like counterproductive behavior, decrease level of performance and disturbing the whole work environment. Despite reporting different negative outcomes of social undermining, little research have been conducted on why employees act in such manner to undermine their colleagues. For better understanding and elimination of social undermining at work its potential antecedents needs further exploration.

Social undermining is obvious when an individual hinders the target's social relationships, try to malign his or her work related success, deter his or her job related attainments and successions or impede the target's status (Hershcovis, 2011). This is a way of reducing the threat directed towards them when they are not as moral as the other is. Such acts of hindering relationships and deterring achievements seem easy to achieve. Such behaviors can be done easily on the cost of the target's image. For example, a threatened teacher can spread rumors about an ethical and moral teacher with the goal of ravaging her reputation and status in the organization. Jealousy and envy, a component of threat, causing self-destruction has been also linked to social undermining behavior such as counterproductive work ethics (Cohen-Charash & Mueller, 2007), deception (Moran & Schweitzer, 2008), or hindering the target's performance (Cohen-Charash, 2009). Therefore, threatened employees will not miss any chance to throw spanner in the better work efforts that may adversely affect the target's performance. For example, a teacher can lie to the target or intentionally delay their work which directly will affect their performance. Threatened employees will avoid helping a more ethical coworker and may not fulfill promises or commitments done in the past. (Pemberton & Sedikides, 2001). Another technique of socially undermining the target would be to assault a more ethical coworker socially by disclosing repugnance for the coworker in public.

Previous literature have identified number of antecedents of social undermining at workplace like workplace incivility, employee revenge behaviors, envious emotions directed at other colleagues and workplace aggression (Gail Hepburn, & Enns, 2013; Duffy, Scott, Shaw, Tepper, & Aquino, 2012; Crossley, 2009; Hershcovis,

2011). While studying antecedents of social undermining different contextual and personal factors were identified, among those factors which enhance social undermining at work is distrust (Mulder, Van Dijk, De Cremer, & Wilke, 2006), which is one of the aspect of employee suspicion.

Duffy, Ganster, Shaw, Johnson, and Pagon, (2006) stated that employees are alienated at workplace and they feel socially undermined, it gives rise to unpleasant emotions which curbs down employee physical and mental health and as a result it leads to poor employee performance. They further suggest explaining the underlying mechanism for feeling of employee getting socially undermined (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006). Such feelings of social undermining will spillover to other employees at work, when employees are trusting each other and they have weak relationship due to lack of trust and fear. This will result in poor quality and lack of innovation. Furthermore, it will be too costly for organization in numerous ways. When employees do not trust each other then it is not possible to extract the maximum output due to lack of team work and synergizes efforts, and this lack of trust triggers the undermined feelings of employees (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006). On the foundation of above discussed literature on suspicion and social undermining the following hypothesis is proposed:

H1: Employee suspicion is positively related to Social Undermining

2.2 Knowledge hiding mediates the relationship between Employee suspicion and Social Undermining

Knowledge management can be defined in numerous ways by different researchers from time to time. Seleim & Khalial (2011) stated that knowledge management refers to a system that has process, people and machinery working together for the purpose of increasing organizational performance through learning. Gurteen

(1998) conceptualize knowledge management as the use of organizational processes, policies, rules, strategies along with technology to generate value for organization through knowledge. Knowledge management is the use of tacit and explicit knowledge in organizations for the achievement of organizational goals (Davenport & Prusak, 1998). Corso, Giacobbe & Martini (2009) stated that knowledge management is the generation and management of the flow of information and knowledge in organization through teamwork.

All these researchers are focusing on knowledge sharing concepts in the domain of knowledge management, while the other aspect of knowledge management which needs to be addressed properly is knowledge hiding. So far knowledge hiding roots can be traced back to the emergence of knowledge management concept (Davenport, 1997; Davenport and Prusak, 1998). Researchers have also differentiated knowledge hiding from the concept of knowledge sharing and other relevant concepts like knowledge hoarding etc (Webster, Brown, Zweig, Connelly, Brodt, & Sitkin, 2008). Knowledge hiding refers to the premeditated attempts by organizational members to deny or hide knowledge from colleagues despite of their requests for those information (Connelly et al., 2012). The concepts of knowledge hiding have received less attention of researchers irrespective of its equal importance to knowledge sharing in the field of knowledge management. Though practices like knowledge hiding are frequently practiced in organizations (Connelly et al., 2012).

The present study proceeds with the definition of Connelly et al., (2012), that knowledge hiding is concealing information from other organizational members despite their request for sharing of the particular information. As it is clear that such knowledge was requested by someone in the organization and the knowledge holder made a deliberate effort not to share that knowledge with others (erne et al., 2014; Connelly and Zweig, 2015). However, the concept of knowledge hiding is mixed with other dysfunctional concepts of knowledge management discipline, but the component of deliberate effort and premeditated attempt by knowledge holder and request of knowledge seeker differentiates it from other related concepts. In knowledge hoarding people also collect knowledge but it doesn't postulate that they will not share even at request of others (Disterer, 2001). It is understood

that people who are not actively engaged in knowledge sharing have low motivation towards sharing of information and knowledge with others and it's their indented effort.

Knowledge hiding is a counterproductive effort and its practices are widespread almost in all organization. It is counterproductive in such manners that counterproductive behaviors are intended behaviors which are against organizational norms and rules and such behavior are harmful not only for organizational functioning but for the organizational members well being too (Robinson and Bennett, 1995). Counterproductive behavior studies are playing a dominant role in human resource management literature and its core area of concern for practitioner and researchers (Dalal, 2005; Spector et al., 2005). In the typology of Robinson and Bennett's (1995) counterproductive behavior ranges from major to minor and from individual directed to organizational directed, knowledge hider are also found in such practices and it also ranges from minor to major, and sometimes its due to personal disliking and directed at other colleagues by threatening their well-being and sometimes it's against the organizational functioning (Kwok, & Gao, 2005). Like, avoiding and ignoring small requests from coworkers and deliberately concealing important information which can benefit organization in the long run.

The consequences of knowledge hiding are very serious and upsetting and it can results in different negative outcomes (Peng, 2013; Schulz, & Grimes, 2002). Firstly, knowledge hiding results in wasting organizational resources because it effects the flow of information in organization (Sanchez, & Mahoney, 1996). Organizational members spend their time in search of such knowledge which is already available but its flow is blocked. Secondly, when employees withhold knowledge it results in reducing motivation of other organizational members and reduce their commitment towards organization and organizational members (erne, Nerstad, Dysvik, & Škerlavaj, 2014). Third, knowledge hidere not only effect the organizational process but as they are not sharing important and quality information, organizational outputs are also affected which spillover to the customers and other stakeholders (Hui, & Jha, 2000). Fourth, knowledge hiding effects the innovation and creative abilities of organization by promoting knowledge hiding culture in organization

(Breschi, & Lissoni, 2001), because other organizational member also learn from the knowledge hidiers and block the flow of information, which results in declining of organizational performances and profitability (Cerne, 2012; Von Krogh, Ichijo, & Nonaka, 2000). Fifth, knowledge hiding leads to a frustrating environment that leads to enhanced ratio of employee turnover, which is loss of valuable resources for organizations (Kacmar, Andrews, Van Rooy, Steilberg, & Cerrone, 2006; Droege, & Hoobler, 2003). Along with all these knowledge hiding also has numerous other negative outcomes which effect organizational efficiency.

Researchers have also explored different antecedents of knowledge hiding in organization. Employees may conceal knowledge from others due to their personality factors which give them a sense of insecurity and feeling threatened can lead to knowledge hiding in organizations (Hargreaves, 2003). There are also other facilitating contextual factors that promote knowledge hiding in organization (Connelly, Ford, Turel, Gallupe, & Zweig, 2014). Job insecurity was also studied as an important predictor of knowledge hiding. In this era of competition, employee compete with their colleagues, supervisor and even subordinate and they feel insecure in sharing factual data with them due to less stability at their own job (Ford, & Staples, 2010). Some researchers have studied that knowledge hiding is an intra-organizational level and is lethal for the health of organization and its members. Because such practices from some workers promotes a culture due to the social learning ability of human and such concealing context affect all organization members equal (Wilson, 2002). Management of organization is in constant pursuit of knowledge sharing climate and eliminate practices that are counter-productive like knowledge hiding of employees at intra organizational level.

Organizations have no control over the intellectual assets of their workers and they cannot force them to share their knowledge with others without their consent (Kelloway & Barling, 2000). Without knowledge transfer and effective flow of information in organization, it's quite impossible for organization to compete successfully in the market (Hislop, 2002). Only paying employee for knowledge sharing doesn't guarantee effective transfer of knowledge (Swap, Leonard, Shields, & Abrams, 2001; Bock, Zmud, Kim, & Lee, 2005). Though, some researchers

have identified different factors that facilitate and encourage knowledge sharing but still the concept of knowledge hiding needs attention of researchers and practitioners (Webster et al., 2008; Greenberg, Brinsfield, & Edwards, 2007). The Globe and Mail, (2006) survey reports results of 1700 people and they conclude that 76 percent employees hide and conceal knowledge from other organizational members. But previous research has mixed the concept of knowledge hiding with deception, knowledge hoarding, lack of knowledge sharing, counterproductive behavior, workplace incivility and social undermining etc (Carlson & George, 2004; Connelly, Zweig, Webster, & Trougakos, 2012).

The present study proceeds with the definition of Connelly, Zweig, Webster, and Trougakos, (2012) that knowledge hiding is the intentional effort of hiding and concealing information from other colleagues irrespective of their request for those information or data. The request and indented behaviors are the highlighted factors of the present definition. It is different from deception (Mameli, Mrakic-Sposta, Vergari, Fumagalli, Macis, Ferrucci, & Priori, 2010), in deception the perpetrator purpose is to cheat other person while in knowledge hiding the purpose may not or may not be deceitful, managers also take concept of knowledge hiding separate from deception (Takala & Urpilainen, 1999). Knowledge hiding can also be for positive purposes like white lie, it may not be to disclose confidential information or to protect the interest of someone else (Saxe, 1991).

Knowledge hiding can also be differentiated from other concepts that may overlap to some extent with construct of knowledge hiding; better understanding of knowledge hiding can help in promoting knowledge transfer in organization (Hislop, 2002; Wegner, & Buko, 2005). Sometimes knowledge hoarding is used in similar sense with knowledge hiding but knowledge hoarding refers to the collection of facts and data that can be share in future with other but sharing is not necessary as well (Hislop, 2003). In cases, hiding or hoarding the individual has accumulated knowledge. In knowledge hoarding the individual have knowledge and the other party have not requested for it while in knowledge hiding the other party request but the holder of knowledge intentionally withhold it (Lee, Kim,

& Hackney, 2011). The intentional effort made by knowledge holder to conceal knowledge differentiates knowledge hiding from knowledge hoarding.

Knowledge hiding is also not opposite to knowledge sharing concepts but these two are completely different (Michailova, & Husted, 2003; Chih-Chien, 2004; Wittenbaum, Hollingshead, & Botero, 2004). Knowledge hiding can be the result of different factors like personal, organizational and social while not sharing knowledge can be result from absence of knowledge with the perpetrator. Knowledge hiding is also different from types of counter-productive work behavior like workplace aggression (Neuman, & Baron, 1997), workplace incivility. Workplace aggression can be inside or outside organization, it is the intended behavior of individual to harm other person emotionally or physically at the workplace (Schat & Kelloway, 2005). Knowledge hiding is also intended and directed at other but it is not always necessarily for the purpose of harming others. Knowledge hiding is also different from workplace incivility which is mild deviant behavior intended for harming others, violating the norms and rules of organization and also violating the right of others and discourteous behavior directed at others (Estes, & Wang, 2008), while knowledge hiding is not like that to disrespect or being rude to others it's a gentle refusal of other request for knowledge in organization.

Connelly, Zweig, Webster & Trougakos (2012) defined knowledge hiding as an individual's intended endeavor to withhold or suppress information and conceal ideas that have been requested by another person. Knowledge hiding within an organization occurs between coworker dyads as the performance and the dyadic relationship depends on the way both the individuals respond to the request for the required knowledge (Connelly, Zweig, Webster & Trougakos, 2012). Positive and trust worthy relationships develop honesty and mutual encouragement (Buller & Burgoon, 1996) whereas negative relationships will socially undermine one of the dyads (Umberson, & Karas Montez, 2010) as one will doubt and develop suspicions about the other in this dyadic relation and thus knowledge hiding will apparently be a viable option to remain dominant and controlling in the organization. Interpersonal and relational distrust may correlate to knowledge hiding

behaviors (Connelly, Zweig, Webster & Trougakos 2012) and this distrust arises when an individual is suspicious about the situation or the other individual.

Social exchange theory proposes reciprocal social exchange which nurtures trust and develops social bonds (Blau, 1964) and the lack of this trust develops suspicion in employees as they will think of every possibility before doing anything (Gefen, Straub, & Boudreau, 2000). Research indicates that one of the possible influence of trying to hide knowledge is suspicion (Friesl, Sackmann, & Kremser, 2011). Employees tend to hide knowledge that fosters organizational development due to the increasing suspicion. This suspicion tends to affect the social exchanges occurring within the organization and urges a suspicion person not to trust (Poortvliet, & Giebels, 2012) which will eventually develop social undermining within individuals.

The three basic components of employee suspicion are cognitive process, uncertainty and malintent about the situation (Bobko et al., 2014). Suspicion employees go through a long process of thinking about explanation of a particular behavior, so their prolonged thinking reduces the chances of knowledge sharing. They also suspend the verdict about a particular behavior, which leads to knowledge hiding, while the malintent about others left suspicious employee in the middle without properly explaining the motives of other people behavior. All of the components of suspicion build such environment in which knowledge hiding is apparent and viable option to remain dominant and controlling in the organization. Interpersonal and relational distrust may correlate to knowledge hiding behaviors (Connelly, Zweig, Webster & Trougakos, 2012) and this distrust arises when an individual is suspicious about the situation or the other individual.

Knowledge hiding environment resulting from suspicious personalities of employees results in different issue at workplace. It engender negativity in employees and results in distrusting climate which not only contaminates co-workers with same kind of fears, reserve attitude and poor quality of performance, but it can also become costly for organizations in many ways (Staples, & Webster, 2008). This distrust of employees in one another promotes negative behavior at workplace like aggression and social undermining. The employee who do not trust his coworkers will display negative behavior, as the employee speculates the peer's acts to be

questionable or dishonest which intensifies undermining (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006). The suspicious climate due to suspicious personalities of employees results in social undermining, which is the intentional behavior of employees to thwart coworker abilities and building favorable environment for himself (Duffy, Ganster, & Pagon, 2002).

Recognizing that a variety of different processes may be involved in employee suspicion, the present study speculates the potential role of knowledge hiding with respect to the relationship between employee suspicion and social undermining.

Hence my second hypothesis would be:

H2: Knowledge hiding mediates the relationship between Employee suspicion and Social Undermining.

2.3 Knowledge sharing climate moderates the relationship between Employee suspicion and knowledge hiding.

To avoid practices like knowledge hiding, knowledge hoarding and deception and ensuring smooth transfer of knowledge and information among organizational member companies invest a large amount of funds of better knowledge management (Wang & Noe, 2010). It is normally expected in organization that employees will share knowledge with one another (Gagné, 2009; Cabrera & Cabrera, 2002). For getting such transferring of knowledge in organization, managers constantly strive to build effective relationships with employees and among employees and such social networks are highly effective in promoting knowledge transfer in organization (Škerlavaj, Dimovski, Mrvar, & Pahor, 2010; Kuvaas, Buch, & Dysvik, 2012; Jarvenpaa & Majchrzak, 2008).

Different management techniques and strategies are develop and use for developing such cultures, such strategies includes better reward system, greater team cohesion

etc (Bock, Zmud, Kim, & Lee, 2005). The purpose of all those strategies are to create a knowledge sharing climate which will encourage everyone to share knowledge inside organization and will work for the collective purpose (Muller, Spiliopoulou, & Lenz, 2005; Connelly & Kelloway, 2003). Sharing knowledge with colleagues is a serious issue both for managers and researchers because employees resist to share due to multiple factors like envious emotions towards their colleagues, competitive thinking with colleagues, threats of job loss, distrust among employees etc (Serenko & Bontis, 2016). Knowledge sharing among team members is dependent on multiple reasons like mutual adjustment, diversity of workgroup and changes among diversity of skills in team members (Gruenfeld, Mannix, Williams & Neale, 1996; Cummings, 2004; Stasser, Vaughan & Stewart, 2000).

Knowledge sharing climate encourage employees of an organization to communicate and cooperate with one another, each and every member is known for his superior competencies and he is also willing to share his knowledge with other on request (Cohen & Bailey, 1997; Faraj & Sproull, 2000). Each and every member adds to the success of organization through his knowledge and competencies and supplementary skills. In such culture the team members are enthusiastic to solve organizational problems and promote effectiveness of organization collectively (Blankenship & Ruona, 2009; Wenger & Snyder, 2000).

The environment in the organization is a compelling factor for individual behavior and the extent to which knowledge is shared within the organization (Crossan, Lane, & White, 1999) is influenced by the environment in which an organization operates. There are employees in the organization, who feel comfortable sharing knowledge with others but there are employees in every organization who feel knowledge sharing can come as a threat for them and think that knowledge should be kept within themselves and kept private (Martiny, 1998). Climate has important role in defining the success of knowledge management practices because such practices are incomplete without considering the organizational culture in time of implementation (Smith & McKeen, 2003). The behavior of people working in organization is one of the complex factors of knowledge management. Behavior of people is influenced by their attitudes, norms and values and all of these are

shaped by culture in which the employees live in (Hofstede, 1984). Therefore, developing knowledge sharing climate is the key in selecting and implementing knowledge management practices by considering the psychological and social aspect of the people working in organization which helps in generating, sharing and transfer of knowledge among organizational members.

Although each and everyone knows the widespread benefit of knowledge sharing but its not as simple as it seems to be, because employees are not willing to share their knowledge with others due to different reasons like threat to loss of control and power, loss of their value and job etc (Connelly & Zweig, 2015; Cress, Barquero, Buder, & Hesse, 2005; Bordia, Irmer, & Abusah, 2006). Most of the workers are not willing to share the knowledge and information they have, because it is their own intellectual property and they have the right to share or, so it's very tricky to promote knowledge transfer in organization. All these are possible in developing and encouraging knowledge sharing climate, where employee will learn from one another in work related matter and other behaviors too (Cress, Kimmerle, & Hesse, 2006). Those organization who have knowledge sharing climate surpass their competitors in term of performance, innovation and creativity. Because knowledge is consider lifeblood of organization in this competitive era of technology and innovation (Lee, Gillespie, Mann & Wearing, 2010).

Knowledge sharing can be done by two ways; implicit and explicit (Dienes, Broadbent, & Berry, 1991; Dienes, & Perner, 1999; Sun, Merrill, & Peterson, 2001). Explicit knowledge is the part we are aware of for example facts, scientific formulas and rules. Explicit knowledge is what we know consciously and is shared formally (Masters, 1992) whereas implicit knowledge is shared unconsciously (Reber, 1989) for example beliefs and skills. Explicit Knowledge can be shared and disseminated easily among a large number of people and as it is a formal type of knowledge sharing it is not considered as a personal asset which should not be shared. Organization climate includes the common practices and shared beliefs in the organization (Litwin, & Stringer, 1968) which defines the innovative atmosphere of the organization. Cooperative climate in the organization compel

employees to share knowledge which helps them develop more interactive relationship with their colleagues (Chen, & Huang, 2007). An organization promoting a more social and interactive culture promotes more knowledge sharing. Knowledge sharing climate refers to the organizational climate which promotes activities that increase knowledge sharing within the organization (Connelly, & Kevin Kelloway, 2003; Radaelli, Mura, Spiller, & Lettieri, 2011) and develops and environment of positive relationships (Song, Park, & Kang, 2015).

Organization climate needs to be innovative, fair and should develop a sense of togetherness among the employees (Bock, Zmud, Kim, & Lee, 2005). The more an organization promotes such a climate, the more it intends to share the knowledge equally among the employees. Employees who trust their colleagues more and have less speculation about the other tend to develop a positive social interaction climate (Connelly, & Kevin Kelloway, 2003) within the organization. Thus in organizations where knowledge sharing climate is evident, employees tend to interact more and share more knowledge with each other, decreasing social undermining of the individual. Numerous researchers have explored different behaviors and outcomes that are effected by knowledge sharing climate (Van Den Hooff, & De Ridder, 2004; Xue, Bradley, & Liang, 2011; Wang, & Noe, 2010; Chen, Chuang, & Chen, 2012) but hiding knowledge of employee suspicion is yet to be explored. Hence it is proposed that knowledge sharing climate in organization buffers the negative outcomes of employee suspicion. When organizational environment is supporting knowledge sharing practices then employee suspicion will also revisit their strategies of knowledge hiding. Organizational culture also has a significant effect on the personality of employees, it also guides their behavior to act in particular fashion. Hence third hypothesis of the study would be:

H3: Knowledge sharing climate moderates the relationship between Employee suspicion and knowledge hiding; such that if Knowledge sharing climate is high then the relationship between Employee suspicion and knowledge hiding would be weaker.

2.4 Research Model

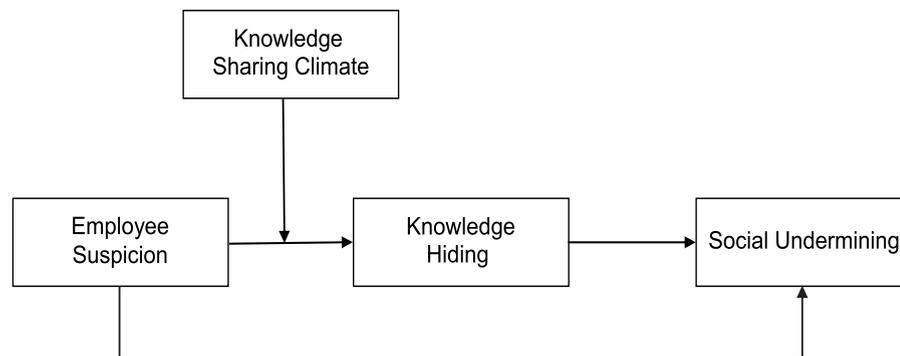


FIGURE 2.1: Research Model of Employee suspicion, its impact on Social Undermining; with a mediating role of Knowledge hiding and Moderating role of Knowledge sharing climate

2.5 Research Hypotheses

- H1** Employee suspicion is positively related to Social Undermining
- H2** Knowledge hiding mediates the relationship between Employee suspicion and Social Undermining.
- H3** Knowledge sharing climate moderates the relationship between Employee suspicion and knowledge hiding; such that if knowledge sharing climate is high than the relationship between Employee suspicion and knowledge hiding would be weaker.

Chapter 3

Research Methodology

3.1 Type of study

This is a causal study conducted to examine the causal impact of employee suspicion on the Social Undermining of the employees. It further investigates one of the underlying mechanisms i.e. knowledge hiding through which employee suspicion leads to social undermining. Additionally, the study expands to investigate one of the possible moderators i.e. knowledge sharing climate which moderates the relationship of employee suspicion and knowledge hiding.

3.2 Data Collection

For data collection, high Schools of Pakistan have been pursued. Initially 641 questionnaires were distributed in a period from September 2017 to December 2017 out of which 313 were returned, resulting in a 51% response rate. To generalize the results from the selected sample, the sample is presumed to be a representative of the population of Pakistan. The administrators of various schools were contacted by the researcher for data collection purpose. The researcher discussed the details of the study after which the organization granted excess to the employees and questionnaires were handed over to the employees after assigning them a customized and coded employee ID. This research is a time- lag study where the

responses of the employees were analyzed at different points in time. Due to the time constraint, there was a four week gap in the variable's data collection. In the first time lag data about employee suspicion and knowledge sharing climate were collected through questionnaire. These questionnaires were distributed in September 2017. Out of 641 questionnaires 437 responses were collected back from the employees reporting about their suspicious personality and knowledge sharing climate. In second time lag questionnaires were distributed among the same 437 employees who responded to the survey instrument of first lag. The questionnaires for the second time lag were distributed at the end of October 2017. They were traced through their customized coded ID and were asked about knowledge hiding and social undermining at workplace. Out of 437 responses 313 properly filled responses in all manners were received back. The accurate response rate was reported 51%.

3.3 Research method and quantitative research

Supporting the hypothetical deductive research method, this scientific research formulated a hypothesis based on existing theories in a form that could plausibly be disapproved by the researcher of the observable data.

As the research focused on examining the relationship between the variables, quantitative method was adopted. To generalize the findings statistics are used and this hard data will be used to examine how people behave in actual.

3.4 Unit of analysis

In research study, the unit being analyzed are the individuals of organizations. The aim of the study is to analyze the dyadic relationship between peers and employees. As the study assesses Social Undermining due to employee suspicion in employees, the study focused on educational sector where knowledge hiding was assumed to be a common practice.

3.5 Population and sample

3.5.1 Population

The population focused in this research study comprises of employees working in different high schools of Pakistan. The nature of the variables studied in the present study is such that educational sector depicts a more in depth analysis for similar researches. Several previous studies that have been conducted in the knowledge management field have focused on educational sector (Millar, Millar, Lockett, Lockett, Mahon, & Mahon, 2016; Tangaraja, Mohd Rasdi, Ismail, & Abu Samah, 2015; Muqadas, et. al 2017) as these organizations are meant to share knowledge and are meant to be one of the strongest knowledge management areas. The educational sector is developing and growing more with each passing day in view of the developments in the growing needs of the society, knowledge sharing and hiding has become an important concern for all the educational institutes. Thus the educational sector is a substantial contributor in the development of human behavior and the employees are the teachers who are playing a key role in the development of students and the society. Better the teacher, better knowledge he imparts to the students, better society will ultimately develop us into better nation. And knowledge hiding in educational sector can hamper the stream of knowledge which will ultimately effect the development of the organization and the nation as a whole.

3.5.2 Sample and sampling technique

According to the Pakistan Education Statistics 2015-2016 Pakistan has 31,740 high schools. Out of these 31,740 high schools, 12,732 schools are in public sector and 19,008 are in private sector. The total number of teachers at high school level are 529,520 out which 44% are in public and 57% are in private sector. As collection of data from every member of the population is practically impossible due to time and resource constraints, sampling technique is used as representative of the

population. Largely, high schools were contacted as they are seen as dynamic entities of knowledge management and social interactions. Broadly, due to the time and resource constraints, non-probability sampling was done in which convenience sampling technique was used by the researcher in view of ease in access. Among the list of the schools from which data were collected are The City School, Beaconhouse School System, Lahore Grammar School, Sideeq Public School, International School of Choueifat, Froebel's International School, ACE School System, National Grammar School, Salamat School System and The Lahore Alma. Respondents who were involved actively, displayed social interactions in day to day activities and played their part in the knowledge management process of the organization to be true representative of the whole population responded to the questionnaires.

Subsequently this study is focused on contributing and enhancing the knowledge management literature, the primary focus remains on educational sector of Pakistan. The sample consists of teachers and employees working with the teachers in the administration department of high schools and the data were collected through self-reported questionnaires. Overall, 213 questionnaires were distributed in high school in Rawalpindi, 226 in Islamabad and 202 in Lahore, totaling to 641 questionnaires in high schools of three cities and confidentiality of the data was assured.

3.6 Sample Characteristics

The demographics recorded in this study are employee's age, gender, qualification and experience. Sample characteristics details are as follows:

3.6.1 Age

The first demographic was age. A range base was provided to the respondents to keep them at ease of answering the required detail.

Table 3.1 shows that most of the respondents were having age between the range of 26-30. 44.4 % of the majority respondent were having age ranging from 26-30,

TABLE 3.1: Frequency by Age

Age	Frequency	Percent
20-25	49	15.6
26-30	139	44.4
31-35	86	27.5
36 -40	29	9.3
41-45	6	2.0
46 and above	4	1.2
Total	313	100.0

27.5% of respondents were having age ranging from 31-35. The young generation ranging from 20-25 years of age made 15.6% of the sample. 11.3% respondents were 36 - 45 years of age and only 1.2 % of the employees were having 46 years and above.

3.6.2 Experience

For collecting information regarding the experience of the respondents, this research used different ranges of experience which represented the time period each employee has spent in this field.

TABLE 3.2: Frequency by Experience

Experience	Frequency	Percent
0-5	147	47.0
6-11	122	39.0
12-17	33	10.5
18 and above	11	3.5
Total	313	100.0

Table 3.2 gives a detail of the employee experience reported by the respondents. Most of the respondents were having an experience ranging between 0-5 years, which is 47% of the sample. 39% respondents were having experience ranging between 6-11 years, 10.5% respondents were having experience ranging from 12-17

years and only 3.5% respondents were having experience ranging of 18 years and above.

3.6.3 Gender

The study focused on maintaining a gender balance but as schools were chosen for the data collection, the ratio of female was observed to be more than male.

TABLE 3.3: Frequency by Gender

Gender	Frequency	Percent
Male	142	45.4
Female	171	54.6
Total	313	100.0

Table 3.3 depicts the ratio of male and female respondents. As we can see majority of the respondents were female, which shows that 54.6% of the respondents were female and 45.4% respondents were male.

3.6.4 Qualification

The sector chosen for the data collection was educational sector and the study saw a mix of different qualification in different schools. Education develops and changes many mindset of human beings. Thus it is one of the key demographics to consider while collecting data.

TABLE 3.4: Frequency by Qualification

Qualification	Frequency	Percent
Bachelor	99	31.6
Master	214	68.4
Total	313	100.0

Table 3.4 shows that the majority of the respondents were Masters, which comprised 68.4% of the total sample whereas only 31.6% respondents were having qualification of Bachelor degree.

3.7 Instrumentation

3.7.1 Measures

The data were collected through the adopted questionnaires developed by renowned researchers. The questionnaires originally developed were in English and this study too used English as the language for data collection. Approximately 25-35 questionnaires were distributed in each high school that allowed the researcher to collect information for research purposes. Questionnaires were collected through the traditional pen and paper method as the focus was to collect data during the working hours and the teachers were requested to fill in the questionnaires after the leave time of students.

All the items i.e. employee suspicion, knowledge hiding, social undermining and knowledge sharing climate had to be filled in by the employee himself. These items were measured with 5 point Likert scale ranging from 1= Strongly Disagree to 5= Strongly Agree. 1 represented that the employee strongly disagreed to the query in question, 2 represented that the employee disagreed, 3 represented that the employee was neutral about the question and neither agreed nor disagreed to it, 4 represented that he/she agreed whereas 5 represented the employee strongly agreed. A reliability test was run in order to confirm the internal consistency of all the items.

The questionnaire for the school teacher included five sections in total which were divided in two time lag. Four sections were the scales of the items and one section was for the demographics. Demographic information included the variables of gender, Age, Qualification and Experience.

641 questionnaires were distributed in total but only 437 were received back. But the actual numbers of questionnaires that were used to run the analysis were 313. The discarded questionnaires out of 437 questionnaires were those which were having incomplete information or the employees had left the organization after the first time lag and thus the second time lag data was left unfilled or where most of the questions were left unanswered by the respondent hence making

them inappropriate for the study. So, the study ultimately had response of 51% completed and useable questionnaires.

3.7.2 Employee suspicion

The 20 item scale developed by Bobko, Barelka, Hirshfield, and Lyons, (2014) was used to measure the suspicion of employees. The participants gave answers on a 5 point likert-scale from 1= Strongly Disagree to 5= Strongly Agree. Sample items were: “I wasn’t sure if the people I was dealing with were completely truthful with me”, “I kept thinking that some behaviors were unusual.”

3.7.3 Knowledge hiding

To measure knowledge hiding between employees and their coworkers the scale from Connelly et al. (2012) was adopted. The responses were obtained through 5 point Likert scale ranging from 1= Strongly disagree to 5= Strongly Agree. Their scale consisted of 21 items defining evasive hiding, lack of sharing, and playing dumb, rationalized hiding, and knowledge hoarding. Within the purpose of this study, “lack of sharing” and “knowledge hoarding” sub-scales were excluded since they do not directly relate to knowledge hiding behaviors. In order to analyze the knowledge hiding behaviors of employees through self-report, 12 item scale consisting of “evasive hiding”, “playing dumb” and “rationalized hiding” was used. Sample items included: “I agreed to help him/her but instead gave him/her information different from what s/he wanted (evasive hiding), “I said that I did not know even though I did (playing dumb)”, and “I explained that the information is confidential and only available to people on a particular project (rationalized hiding)”.

3.7.4 Social Undermining

A 13 item scale was used to assess employee’s social undermining, developed by Duffy, Ganster, and Pagon (2002). The responses were obtained through 5 point

Likert scale ranging from 1= Strongly disagree to 5= Strongly Agree. Sample scale items were “Gave a team member the silent treatment,” “Belittled another team member or team member’s ideas,” “Put another team member down when he/she questioned work procedures”.

3.7.5 Knowledge sharing climate

A short knowledge sharing scale of 5 item developed by Connelly, & Kevin Kelloway (2003) was adopted to test the knowledge sharing climate in the employee’s organization. The responses were obtained through 5 point Likert scale ranging from 1= Strongly disagree 5= Strongly Agree. . The items of the scale were “People in this organization are willing to share knowledge/ideas with others”, “People with expert knowledge are willing to help others in this organization”.

TABLE 3.5: Instruments

Variables	Source	Items
Employee Suspicion (IV)	Bobko, Barelka, Hirshfield and Lyons -2014	20
Knowledge Hiding (Med)	Connelly et al. -2012	21
Social Undermining (DV)	Duffy, Ganster, and Pagon -2002	13
Knowledge Sharing Climate (Mod)	Connelly, & Kevin Kelloway -2003	5

3.7.6 Statistical Tool

We performed a series of hierarchical regression analyses to test our hypotheses. Initially, single linear Regression was carried out to view the casual relationship between the Independent variable “Employee suspicion” and Dependent variable “Social Undermining”.

Before testing the hypotheses, we conducted confirmatory factor analyses (CFA) to confirm the distinctiveness of the study constructs. Over all model fit was

assessed by goodness-of-fit indices including the comparative fit index (CFI) and incremental fit index (IFI), TLI, RMSEA and chi square/degree of freedom values. For correlation analysis among the variables of the study SPSS package was used. But before correlation ANOVA test were performed to see the impact of demographics variables on the mediator and dependent variables. But surprisingly there was no significant impact found of any demographic among age, gender, education and experience on mediator knowledge hiding and social undermining. After that path analysis were performed through AMOS, in order to find out the causal relations between the IV, DV, Mediator and Moderator. Results of the path diagram, correlation analysis and confirmatory factor analysis are reported in the next chapter of the study.

3.8 Reliability analysis of scales used

As far reliability of the variables is concerned it refers to phenomenon that items of the questionnaire which are developed in different context and are adopted for our study gives same and consistent results in our culture. In the present study reliability of the scales were tested through Cronbach alphas and all the scales were found reliable but some items of employee suspicion the independent variables were found inconsistent effecting the reliability of scale, and were dropped after confirmatory factor analysis. Higher the Cronbach alpha on the scale of 0 to 1, more reliable the scale will be, but When reliability drop from .7 then the scale is said to unreliable. The reliability of our variable of interests was reported well above .7 and reported in Table 3.6.

TABLE 3.6: Scale reliabilities

Variables	Cronbachs Alpha	Items
Employee suspicion	0.94	20
Knowledge hiding	0.87	21
Social Undermining	0.89	13
Knowledge Sharing Climate	0.86	5

Table 3.6, lists the Cronbach alpha of all the scales that were used in this study. All the values of Cronbach alpha for the items used under the study are above 0.7 that confirms the internal consistency of the items. All the items had 0.8 and above values representing high reliability which shows that all these scales were highly reliable for study in Pakistani context.

3.9 Data Analysis Technique

After collecting data from 313 employees, different test were performed for screening of data, description of data, fitness of data, checking for model fitness, reliability of data, correlation among variables of the study and regression analysis to see the impact of one variable on others. SPSS and AMOS 2.0 versions were used to perform different tests. The procedure being followed in the present document is listed in details:

1. In the very first attempt, properly filled questionnaires in both time lags were matched and selected for further analysis.
2. Demographic variables were also coded with numbers along with using 5 point likert scale for the variables understudied. And these coded number were considered in further analysis.
3. Frequency tables were calculated to check for missing values and wrong entries.
4. Frequencies tables for demographic of 313 respondents were reported in tabular form.
5. After that reverse coded items were transformed which were used to sensor unengaged responses from the respondents.
6. Reliability test were performed to check the reliability of the different scale used and some items were found to crumbling the reliability of variables and Cronbach alpha was reported after deleting some items reported in CFA as well.

7. After confirmatory factor analysis were performed and results of the initial and modified models were reported.
8. After that for testing the fitness of the four factors model, different competing models were tested and results were reported in next chapter.
9. Composite variables were calculated for all variables of interest for further analysis.
10. After finding the data reliable and fit, ANOVA test were performed sequentially for testing the impact of all demographic variables.
11. Correlation analysis was performed in SPSS to check the relationship among different variables.
12. Path analysis were performed in AMOS to test the causal impact of independent variable on dependent and mediator, mediator impact on dependent variable, and indirect effect of independent on dependent variables, and moderating effect of moderator on the relationship of independent and mediator were tested and reported.
13. To check the direct effect of moderator on the relationship of independent and mediator relationship mod graph was calculated.

Chapter 4

Results

4.1 Descriptive Statistics

Descriptive statistics give outlines about the specimen estimate and the perceptions that have been made about the information. It reveals to us the essential points of interest of the information that has been gathered, for example, test estimate, least esteem, greatest esteem, mean esteem and standard deviation of the information. Engaging measurements likewise introduce expansive entirety of information into organized and outlined shape. The points of interest of information gathered under this exploration examination are displayed in the table underneath.

TABLE 4.1: Descriptive Statistics

Variable	Sample Size	Min	Max	Mean	Std. Dev
Gender	313	1.00	2.00		
Age	313	1.00	6.00		
Education	313	1.00	2.00		
Experience	313	1.00	4.00		
Employee Suspicion	313	1.00	5.00	3.30	.72
Knowledge Sharing Climate	313	1.00	5.00	3.18	.98
Knowledge Hiding	313	1.00	5.00	3.26	.71
Social Undermining	313	1.00	5.00	3.32	.79

This table gives the distinct measurements of the variables under investigation. The table demonstrates the information identified with least, most extreme and normal esteems for every factor and furthermore demonstrates the mean and standard deviation. The principal segment of the table contains the detail of factors, the second section educate about the sample size of the examination, third and fourth segment demonstrate the base and most extreme mean esteems for the gathered information. Most extreme incentive for Gender is 2 as the sexual orientation has been measured on two factor class where 1 is for male and 2 indicates female. Each of the four factors of this investigation was measured in values from 1 to 5. The independent variable i.e. Employee suspicion has a mean of 3.30 and a standard deviation of 0.72. The dependent variable (Social undermining) demonstrates a mean and standard deviation estimations of 3.32 and .79 separately. The mediator of this examination, knowledge hiding turned up a mean of 3.26 and a standard deviation of .71 while the moderator of the investigation, knowledge sharing climate has these values as 3.18 and .98 separately.

TABLE 4.2: Competing different models with hypothesized 4 factor measurement model

Model	χ^2	Df	χ^2 / Df	Δ	χ^2	ΔDf	CFI	IFI	TLI	RMSEA
Hypothesized Measurement Model (4 Factor Model)	1589	1070	1.48				0.9	0.9	0.9	0.03
Alternate Model 1:	2356	1073	2.19	767	3	0.81	0.81	0.8	0.06	
Combined "Employee suspicion and Knowledge hiding" (3 Factor Model)										
Alternate Model 2:	2241	1073	2.08	652	3	0.82	0.82	0.81	0.05	
Combined "Employee suspicion and Knowledge sharing climate" (3 Factor Model)										
Alternate Model 3:	3023	1075	2.81	1434	5	0.71	0.71	0.69	0.07	
Combined E.S and K.H" and then combination of "S.U and K.S.C" (2 Factor Model)										
Alternate Model 4:	4023	1076	3.73	2434	6	0.56	0.56	0.54	0.09	
All items Combined " (1 Factor Model)										

Note: $n=313$; Values are different of each of the alternative measurement models with the hypothesized model.

*** $p < .001$

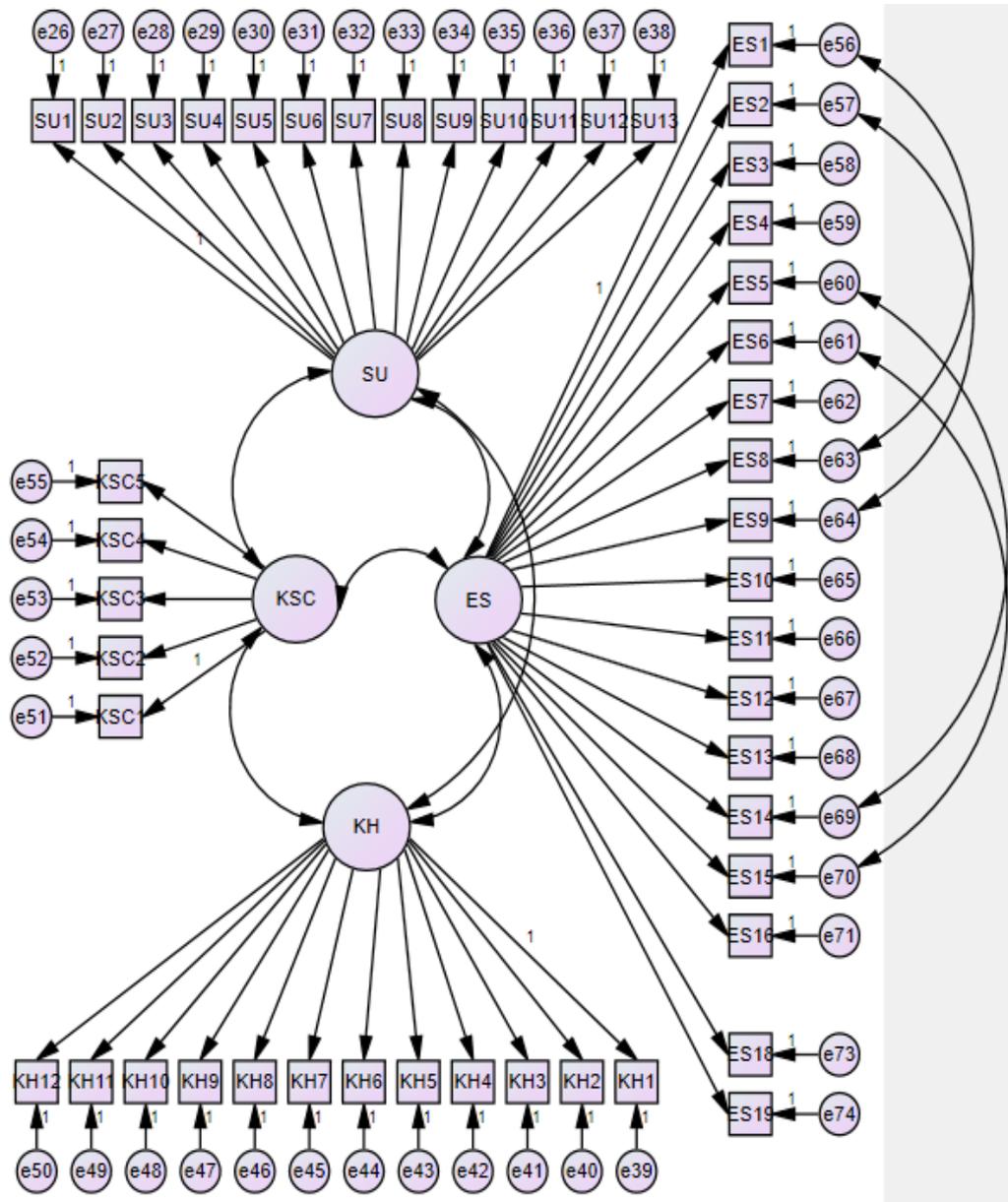


FIGURE 4.1: Measurement model

4.2 Confirmatory factor analysis and competing models

Confirmatory Factor Analyses (CFA) of all four constructs including Employee suspicion, Knowledge hiding, Social undermining and Knowledge sharing climate was performed to check the fitness of Hypothesized 4 factor model before testing directing and mediating relation. According to Table 4.2 representation, 4 factor model was best fit with ($\chi^2 = 1589$, $df = 1070$, $\chi^2 / Df = 1.48$, $p < .000$; CFI = .92, IFI = .92, TLI = .91, RMSEA = .03) after performing error terms correlation. Alternately, 3 factor model by combining Employee suspicion and Knowledge hiding was less fit ($\chi^2 = 2356$, $df = 1073$, $\chi^2 / Df = 2.19$ $p < .000$; CFI = .81, IFI = .81, TLI = .80, RMSEA = .06) with respect to 4 factor model. Change in chi-square was 767. Change in degree of freedom was recorded 3. Change in CFI, IFI, TLI and RMSEA were 0.11, 0.11, 0.71 and 0.03.

Table 4.2 show another 3 factor alternate model, combining Employee suspicion and Knowledge sharing climate comparison with four factor model also found less fit with values ($\chi^2 = 2241$, $df = 1073$, $\chi^2 / Df = 2.08$ $p < .000$; CFI = .82, IFI = .82, TLI = .81, RMSEA = .05) and the change in chi-square and degree of freedom were 652 and 3 respectively.

Model three represents the comparison of 4 factor model with 2 factor model by combining Employee suspicion and Knowledge hiding and then combining Knowledge sharing climate with Social undermining shows the less fit of 2 factor model with values ($\chi^2 = 3023$, $df = 1075$, $\chi^2 / Df = 2.81$ $p < .000$; CFI = .71, IFI = .71, TLI = .69, RMSEA = .07). The change in chi-square value and degree of freedom were 1434 and 5.

By combining all items with one variable and created 1 factor model and then comparing the values show less fit of 1 factor model. Fourth model created by combining all four variables and comparison with four factor model show the worse fit ($\chi^2 = 4023$, $df = 1076$, $\chi^2 / Df = 3.73$ $p < .000$; CFI = .56, IFI = .56, TLI = .54, RMSEA = .09). To improve the reliability of results, there were two items

(item 17 and 20) of Employee suspicion dropped because they were loading below .04. Also error term e56, e57, e60, e61, e63, e64, e69 and e70 were correlated to improve model fitness.

4.3 Correlation analysis

Table 2 shows mean values, Standard deviation and inter-correlation between all the variables of the study. The correlation between independent variable and dependent variables are also significant to moderate level, which confirms that there is no issue of auto correlation and linearity of model.

TABLE 4.3: Means, Standard deviations and Correlations for main variables of interest in the study

#	Variable	Mean	SD	1	2	3
1	Employee suspicion	3.31	.77	1		
2	Knowledge sharing climate	3.19	.98	-.147**	1	
3	Knowledge hiding	3.26	.71	.405**	-.251**	1
4	Social undermining	3.32	.79	.336**	-.047	.397**

Note. $N=313$; Alpha reliabilities presented in parenthesis.

* $p < .05$, ** $p < .01$

Employee suspicion (ES) was found negatively correlated with Knowledge sharing climate (KSC) ($r = -.147^{**}$, $p = .000$). Employee suspicion (ES) was also found significantly correlated with Knowledge hiding (KH) and Social undermining (SU) ($r = .405^{**}$, $p = .000$), ($r = .336^{**}$, $p = .000$) respectively. Results shows significant negative correlation exist between Knowledge sharing climate (KSC) and Knowledge hiding (KH) ($r = -.251^{**}$, $p = .000$). According to correlation results between Knowledge sharing climate (KSC) and Social undermining (SU) ($r = -.047$, $p = .40$), both variables were not significantly correlated. The correlation of Knowledge Hiding (KH) was found significant with Social undermining ($r = .397^{**}$, $p = .000$).

Dependent variable was regressed through independent and Mediator using SEM in AMOS. Later mediator was regressed through IV and Interaction term, results are stated below in table 4.4.

TABLE 4.4: Standardized Direct path coefficients of the hypothesized model

Direct Paths	Estimate	SE	CR	P
Employee suspicious → Social undermining	.210	.05	3.78	.000
Employee suspicious → Knowledge hiding	1.78	.14	11.31	.000
Knowledge hiding → Social undermining	.312	.06	5.61	.000
Employee suspicious * Knowledge sharing climate → Knowledge hiding	-2.15	.04	-9.32	.000

TABLE 4.5: Standardized indirect path coefficients of the hypothesized model

Indirect Paths	BC 95% CI			P
	Indirect Effect	Lower Limit	Upper Limit	
Employee suspicious →	.557	.339	.813	.001
Knowledge hiding →				
Social undermining				

Note: $n=313$; Bootstrap sample size=2000, BC 95% CI= Bootstrap confidence Intervals
 $*p<.05$, $**p<.01$, $***p<.00$

4.4 Structural Model Results

Hypothesized 4 factor model is already establish the best fit 4 factor model was best fit with ($\chi^2 = 1589$, $df = 1070$, $\chi^2 / Df = 1.48$, $p < .000$; CFI = .92, IFI = .92, TLI = .91, RMSEA= .03). To test the hypothesis of the study path analysis was performed in AMOS. The first hypothesis of the study was that employee suspicion is positively associated with social undermining of employees. When social undermining was regressed through employee suspicion the results provide strong support for the acceptance of hypothesis 1. The beta estimates for hypothesis 1st was .22 with significant p value of .000.

In order to check the 2nd hypothesis of the study that was that knowledge hiding mediates the relationship between employee suspicion and social undermining. Path analysis was performed to check path a, path b and then indirect effect for path c. Path 'a' was that employee suspicion is positively associated with knowledge hiding and was found significant with standardized estimates 1.78 and p value .000. path 'b' of the mediation effect was that, knowledge hiding will positively impact social undermining and got strong support from the results of

the present study with standardized beta estimates of .312 and p value .000. After checking the initial assumptions for mediation which were satisfied in form of acceptance of path a and b, indirect effect was calculated to check the impact of employee suspicion on social undermining through knowledge hiding. Bootstrap 2000 and 95% bias confidence interval results for path c were found significant with indirect effect .557, lower limit .339 and upper limit .813, hypothesis 2nd of the study was accepted because there is no zero between the upper and lower limit of indirect of effect of employee suspicion on social undermining.

Hypothesis 3rd of the present study was that knowledge sharing climate moderate the relationship between employee suspicion and knowledge hiding such that the relationship between employee suspicion and knowledge hiding will be weaker at high value of knowledge sharing climate then low knowledge sharing climate. For checking the moderating effect of knowledge sharing climate, interaction term was calculated by multiplying employee suspicion and knowledge sharing climate in order to check the combine effect of independent and moderating variable on knowledge hiding of employees. The results of interaction term were found significant with standardized estimate value -2.15 and p value .000. But to capture the direction of relationship between employee suspicion and knowledge hiding at low and high value of knowledge sharing climate mod graph was calculated.

4.5 Mod Graph

The mod graph image reflect that at low knowledge sharing climate employee suspicion increase knowledge hiding, but in case of high knowledge sharing climate the positive relationship between employee suspicion become negative. Hence hypothesis 3rd of the present study was accepted that relationship between employee suspicion knowledge hidings will be weaker when knowledge sharing climate is high. Knowledge sharing climate is significant moderating the relationship between employee suspicion and knowledge hiding with antagonistic effect.

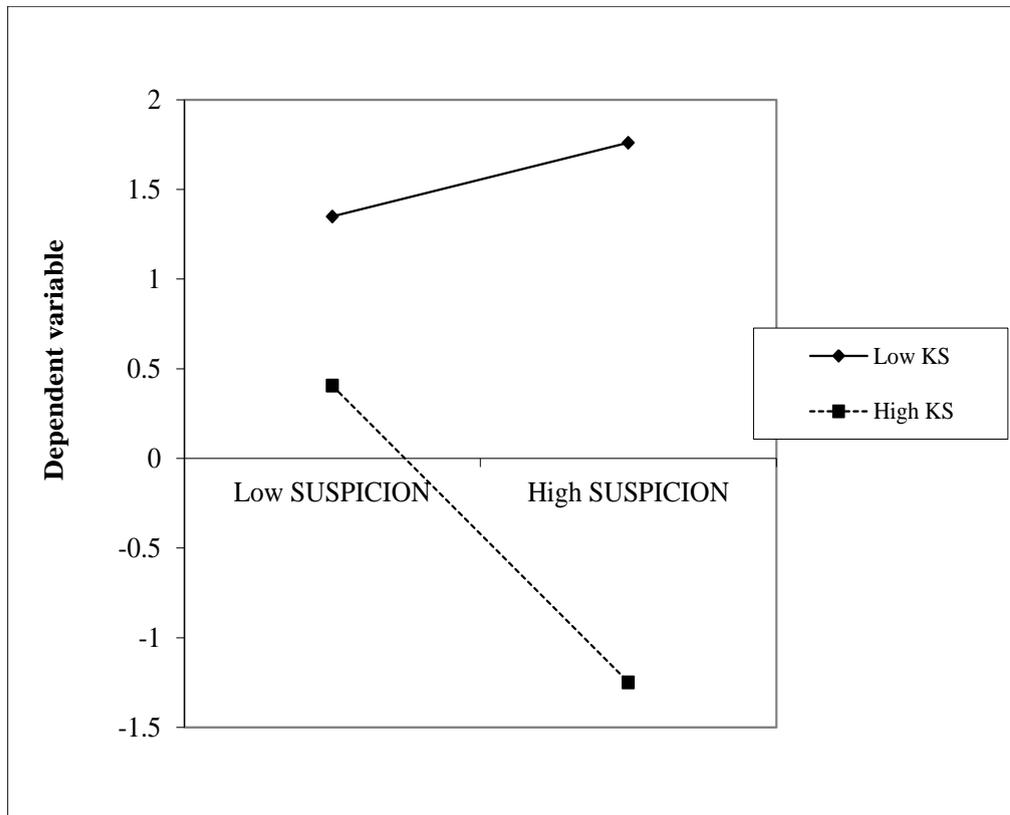


FIGURE 4.2: Mod Graph for knowledge sharing climate

Dependent Variable: Knowledge Hiding

ES: Employee suspicion

KSC: Knowledge sharing climate

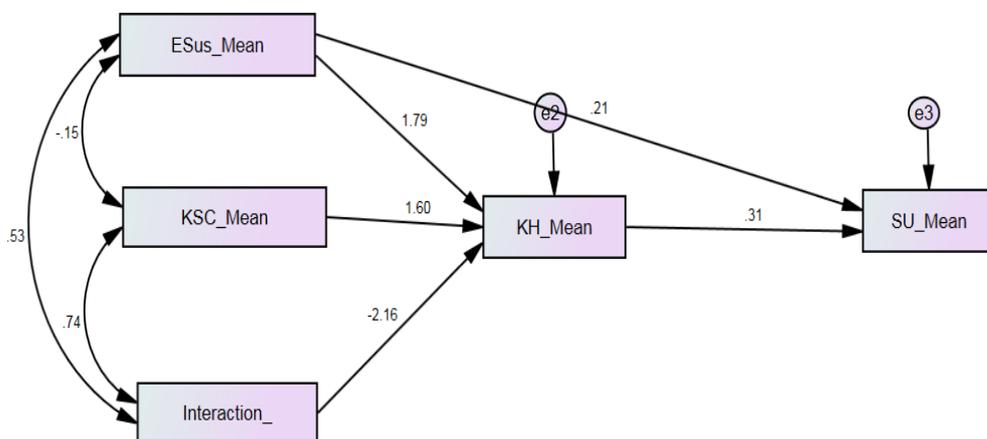


FIGURE 4.3: Hypothesized path Model and Structural Equation Model (SEM) Results

N=313; Full path model showing direct, moderating and mediating effects. Mediator is knowledge hiding (KH_Mean) facilitating the relationship between employee suspicion (ESus_Mean) and social undermining (SU_Mean). Moderating effect of knowledge sharing climate (KSC_Mean) was calculated through the value of interaction term (ESus_Mean*KSC_Mean). Standardized regression weight values on paths are estimates and found significance and p values are stated above in the table.

4.6 Summary of Accepted/ Rejected Hypotheses:

Table given below will show the summarized results of the proposed hypotheses under this study.

Hypotheses	Statement	Result
H1	There is a positive association between Employee suspicion and Social Undermining.	Accepted
H2	Knowledge hiding mediates the relationship between employee suspicion and Social Undermining.	Accepted
H3	Knowledge sharing climates moderates the relationship between Employee suspicion and Knowledge hiding such that if Knowledge sharing climate is high then the relationship between Employee suspicion and knowledge hiding would be weaker.	Accepted

Chapter 5

Discussion, Conclusion, Practical and Theoretical Implication, Research Limitations & Future Directions

5.1 Discussion

This study sheds light on the hidden aspects of human behaviors. The primary purpose of steering the focus on this research study is to evaluate and answer a few of the many questions regarding the relationship between Employee suspicion and Social Undermining specifically in the context of Pakistan. The focus of study is also to analyze the impact of other variables like Knowledge hiding on the relationship between employee suspicion and social undermining. Furthermore this study investigates the role of Knowledge sharing climate which is considered a moderator between Employee suspicion and Knowledge hiding.

Knowledge hiding and employee suspicion are two constructs that have been considerably investigated but little has been known about the relationship between the two. The result of this study contributes to the existing literature by highlighting the linkage between employee suspicion and knowledge hiding. Serenko and

Bontis (2016) have discussed knowledge hiding and social exchange theory in relation to counterproductive knowledge behaviors. This study makes a supplement to this theoretical discussion by focusing on the antecedents and consequences of knowledge hiding as a source of relationship differences. Results of this research highlight the importance of developing a knowledge sharing climate culture in the organization. By developing a knowledge sharing climate, employees are motivated to share their knowledge and benefit others from what they know, without being insecure about their growth and development in the organization.

The study of Connelly, Zweig, Webster and Trougakos (2012) found that social undermining is among one of the facets of knowledge hiding. This study further complements and extends their work by showing that social undermining is a consequence of knowledge hiding. Taking the findings of our study and of Connelly, Zweig, Webster and Trougakos (2012) work together, in order to facilitate social exchanges between employees, organizations should pay more attention to knowledge sharing environment.

The detailed discussion on each hypothesis is as following:

5.1.1 Hypothesis H1:

There is a positive association between Employee suspicion and Social Undermining.

The results of the present study were in line with previous studies that employee suspicion will positively predict social undermining in employees (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006) The hypothesis first of the study got strong support from results calculated from the data gathered. Hence the research objective one and fourth were achieved which will explore the relationship between employee suspicion and social undermining. To test empirically and establish the proposed relationships in the developmental projects of Pakistan. As results of the present study support our 1st hypothesis, that paternalistic leadership positively predicts the project success in organization.

On the bases of results, researcher can claim that the current study supports the first hypothesis “Employee suspicion is positively related to social undermining”. Organizations have shifted their attention to exploring the invisible employee actions and want to devise means of managing them to be able to get organizational superiority. As the organizations have become more globalized, the entire world has seen a change in the manner information creation and exchange occurs within the organizations. Thus human relationships in business are also changing speedily and distrust gives up to nonconformity and disintegration which grows suspicion within the individuals (Mulder, Van Dijk, De Cremer,& Wilke, 2006)

Suspicion is circumstances which a person undergoes frequently however the books are trifling up to now. Though the idea of suspicion is naive to the management knowledge literature, almost all of the available books on suspicion are from cultural mindset and applied mindset. The state suspicion, which is much predicated on the prevailing situation. Virtually all the disciplines attribute suspicion to three major components, particularly: doubt, speculation and misintent. Staff characteristic suspicion is a concurrent expression of doubt, speculation as a cognitive activity and mis-intent multiplying by recognized hypotheses about the coworker’s patterns by the average person.

Doubt factor of characteristic suspicion includes misjudgment about the realness of the habit. It is a simple reason of deferred adjudication which explains how a person’s way of thinking culminates into his assumptions about the motives of other folks, object or a predicament. The individual who’s uncertain doesn’t have much idea about the forthcoming state or reaction from others. This is recognized well with a good example of a school educator who is showing some school subject to her fellow colleague which is unsure if she actually is dealing with a trusted person or not. The tutor may have certain anticipations predicated in previous experience with other fellow acquaintances and she will not know if the info she is parting with her colleague would be miss-communicated or misinterpreted.

Employee characteristic suspicion is a concurrent point out of doubt, speculation as a cognitive activity and miss-intent multiplying by identified hypotheses about the coworker’s action by the average person.

Doubt factor of characteristic suspicion includes misjudgment about the realness of the patterns. Researchers have discovered that this action is a reciprocal romance where one person reciprocates the trust portrayed by their colleague. This influences the staff suspicion by different degree of doubt in the business. Research shows that even in electronic communities individuals show and present information to those who share their private information with them as this lessens uncertainty and the average person is less dubious due to public exchange occurring unlike the situations where individuals make less beneficial judgments if indeed they have mislaid information with regard to a certain situation, that will lead to upsurge in suspicion.

When worker suspicion increases, person is less inclined to trust his partner as the suspicion affects the acumens of integrity and trustworthiness. The environment where individuals interact is impelled by individual's personality qualities. Individual personality influences the quantity of information to be distributed, the knowledge of the average person with the surroundings and the intellect of the individual which ranges from person to person (Duffy, Scott, Shaw, Tepper, & Aquino, 2012). Express suspicion is inspired because of the difference in personality from person to person. Some teachers may not observe that the other employees change the information to accomplish their targeted goals. Suspicion occurs because of the potential and distal effects. Public undermining is a parasite that decreases the capabilities of people to build up positive social marriage, successful work marriage and increasing good reputation. Public undermining differs from other constructs. Public undermining differs from work area incivility. In work area incivility the goal of behavior is as yet not known while public undermining is supposed behavior. Sociable undermining interrupts the working marriage, which also shows on at the sufferer, and conducts of others are also aimed towards the sufferer. It's already determined two areas of interpersonal undermining; the first one is the critical appraisal of the public interaction. Public undermining hinders the power of specific in building and growing good positive working romantic relationships, decreases the probability of workplace success in the business and

adversely effects reputation. Sociable undermining is a demeanor done intentionally to detriment other individual's interactions at cultural level, professional and occupational attainment, and position. The employees who feel threatened and are in discord with the other worker or coworker, make an effort to bring them alongside via sociable undermining.

Despite confirming different negative benefits of sociable undermining, little research has been conducted on why employees work in such manner to undermine their acquaintances. Previous books have recognized range of antecedents of cultural undermining at work area like work environment incivility, worker revenge conducts, envious feelings fond of other fellow workers and workplace hostility (Crossley, 2009). While learning antecedents of cultural undermining different contextual and personal factors were discovered, among those factors which enhance interpersonal undermining at the job is distrust, which is one of the facet of employee suspicion.

5.1.2 Hypothesis H2:

Knowledge hiding plays a mediating role between Employee suspicion and Social Undermining.

This hypothesis has been accepted. The results show significant relationship of Knowledge hiding as a mediator between Employee suspicion and Social Undermining. And result of the present study has also confirmed the findings of the past literature that employee suspicion leads to social undermining through knowledge hiding. Previous researchers have also come with similar kind of findings and results of the present study which is in line with the finding of (Peng, 2013; Schulz, & Grimes, 2002).

Results have also supported the achievement of research objectives that were to analyze the relationship between employee suspicion and knowledge hiding and to test the impact of knowledge hiding on social undermining. The research objective of the mediating effect of knowledge hiding in relationship of employee suspicion and social undermining was also achieved.

Knowledge management is the utilization of tacit and explicit knowledge in organizations for the achievement of organizational goals. Knowledge management is the era and management of the circulation of information and knowledge in business through teamwork.

All these research workers are concentrating on knowledge sharing ideas in the domains of knowledge management, as the other facet of knowledge management which must be dealt with properly is knowledge concealing. Up to now knowledge hiding root base can be tracked back again to the introduction of knowledge management theory. Researchers also have differentiated knowledge concealing from the idea of knowledge showing and other relevant ideas like knowledge hoarding etc. Knowledge concealing identifies the premeditated makes an attempt by organizational participants to refuse or conceal knowledge from fellow workers despite their demands for those information. The idea of knowledge concealing have gained less attention of research workers regardless of its identical importance to knowledge showing in neuro-scientific knowledge management.

Knowledge concealing is concealing of information from other organizational customers despite their demand for sharing of this information (Duffy, Ganster, Shaw, Johnson, & Pagon, 2006). First of all, knowledge hiding results losing organizational resources since it impacts the stream of information in the company. Fourth, knowledge concealing effects the advancement and creative talents of group by promoting knowledge hiding culture in corporation, because other organizational members also would hide and impede the flow of information, which would result in declining of organizational shows and profitability. Analysts also have explored different antecedents of knowledge concealing in organization. There are also other facilitating contextual factors that promote knowledge concealing in corporation. Management of firm is in frequent quest for knowledge sharing weather and eliminate techniques that are counter-productive like knowledge covering of employees at intra organizational level.

Only paying staff for incorporating their knowledge doesn't ensure effective copy

of knowledge. Knowledge covering can even be differentiated from other principles which could overlap somewhat with knowledge concealing; better knowledge of knowledge covering can assist in promoting knowledge copy in business. In cases, covering or hoarding the average person has gathered knowledge. In knowledge hoarding the average person has knowledge and the other do not require this knowledge. But when the other person requests for that knowledge, the holder of knowledge intentionally withholds it. The intentional act done by knowledge holder to conceal knowledge differentiates knowledge covering from knowledge hoarding (Duffy, Ganster, & Pagon, 2002).

Knowledge concealing is different to knowledge sharing. Knowledge hiding could possibly be the result of different facets like personal, organizational and social while not showing knowledge can be derive from lack of knowledge with the perpetrator. Employees have a tendency to cover knowledge that fosters organizational development because of the increasing suspicion (Staples, & Webster, 2008). Knowledge covering environment caused by dubious personalities of employees results in several issue at office.

5.1.3 Hypothesis H3:

Knowledge sharing climate moderates the relationship between Employee suspicion and knowledge hiding; such that if Knowledge sharing climate is high than the relationship between Employee suspicion and knowledge hiding would be weaker.

The moderating effect of knowledge sharing climate have got strong support from the results of the present study. Mod graph have also confirmed that within high knowledge sharing climate the relationship between employee suspicion is reversed. Knowledge sharing practices at workplace eliminate the chances of knowledge hiding in employees. The results of the present study also reflect the same which was concluded in the previous literature of (Kuvaas, Buch, & Dysvik, 2012). The research question developed that does knowledge sharing climate moderate the

relationship between employee suspicion and knowledge hiding was properly answered with achievement of objective in the form of significant moderating effect of knowledge sharing climate.

To avoid routines like knowledge covering, knowledge hoarding and deception and guaranteeing smooth copy of knowledge and information among organizational member companies spend a sizable amount of money for better knowledge management. It is normally expected in company that employees will talk about knowledge with each other (Jarvenpaa & Majchrzak, 2008). So you can get such transferring of knowledge in firm, managers constantly make an effort to build effective interactions with employees and among employees and such internet sites are impressive to advertise knowledge copy in organization.

The purposes of most of those strategies are to make a knowledge sharing environment that will encourage everyone to talk about knowledge inside corporation and will help the collective goal. You will find employees in the business, who feel safe sharing knowledge with others but there are employees who are against knowledge sharing practices. Who feel knowledge sharing will come as a danger on them and feel that knowledge should remain within them and held private. Those organizations which may have knowledge sharing environment surpass their competition in term of performance, development and creativeness. Knowledge sharing can be carried out by two ways; implicit and explicit. Explicit knowledge is exactly what we realize consciously and it is shared officially whereas implicit knowledge is distributed unconsciously for example values and skills. Group climate includes the normal practices and distributed beliefs in the business which identifies the ground breaking atmosphere of the business. Cooperative weather in the business compel employees to talk about knowledge which helps them develop more inter-active marriage with their co-workers. A business promoting a far more communal and interactive culture helps bring more knowledge writing. Knowledge sharing weather identifies the organizational local climate which stimulates activities that increase knowledge posting within the business and builds up an environment of positive interactions.

The more a business helps bring about such a local climate, the greater it intends to talk about the knowledge similarly one of the employees (Smith & McKeen, 2003). Numerous research workers have explored different behaviors and results that are damaged by knowledge posting climate, but covering knowledge of dubious employees is yet to be explored. Hence it is suggested that knowledge showing climate in corporation buffers the negative effects of worker suspicion. When organizational environment is promoting knowledge sharing tactics then dubious employees will also revisit their strategies of knowledge covering.

5.2 Practical and Theoretical Implications

The present study have several theoretical and contextual implication. Studies on employee suspicion are very rare all over the world. The present study aids in literature of knowledge management in terms of introducing the concept of employee suspicion which is the main predictor of knowledge hiding. By properly conceptualizing the suspicious personality's researcher will be in better position to avoid knowledge hiding practices at workplace. Along with this social undermining is visible due to the widespread negativity at workplaces. The present study will aid the literature to see the concept of social undermining form knowledge hiding perspective. Knowledge sharing practices have been found to bring desirable outcomes for organization. The present study has contributed to the literature by concluding that negative outcomes of employees personality can be tackle through promoting knowledge sharing climates.

Practitioners are also striving to develop and establish knowledge sharing climate at workplace. They also seek to remove negative practices like social undermining which not only effect individual employees but the organization as whole. Knowledge hiding practices are also effecting the efficient functioning of organizations. The present study will helps the practitioners to curb the negative aspect of employee personality through promoting knowledge sharing culture. The present study will also help the researcher to identify the negative outcomes of employee

suspicion which will drive them to promote such practices which reduce the suspicion in employee personality. Beyond all of the implication the present study will help the practitioners to promote a safe and knowledge sharing climate which will not only help employees to gain and share new knowledge but will also promote organizational efficiency.

5.3 Limitations of Research

The present research has several limitations. First, although this research was designed in time lag design, we cannot completely rule out the possibility of adapting an enhanced study design in future. Second, though a two phase survey design was adapted to minimize threats of method bias, but as all the items were obtained by self-reported ratings, the result of this study may raise concern to common method bias. However, past literature has suggested that this does not invalidate the research finding by common method variance (Doty, & Glick, 1998). Third, although we theorize the relationship between employee suspicion and social undermining based on knowledge hiding as stipulated by social exchange theory, we have not empirically tested these underlying mechanisms in this study.

5.4 Future Research Directions

In this study the model is being tested for the impact of Employee suspicion on Social Undermining. Future research should do more sophisticated designed to determine the direction of causality. Future studies can examine the empirical evidence of these explanatory mechanisms and their differential mediating role in the employee suspicion-social undermining link. Another future direction is to explore other possible mediating mechanisms, such as knowledge sharing, knowledge hoarding in between this link. Fourth, generalizability of our findings may be limited to our sample as the respondents come from the same sector and industry. Future research should explore whether the results of this study can be

obtained from data collected in other sectors and industries as well as in cross cultural context.

5.5 Conclusion

The study aimed to explore the impact of Employee suspicion on Social Undermining, which is among the emerging domains in the knowledge management era. The key purpose of this study is to find out the impact of Employee suspicion on Social Undermining. This study analyzes the role of Knowledge hiding as a mediator between the relationship of Employee suspicion and Social Undermining. Besides looking in for the effect of the mediator, this study also examined the effect of knowledge sharing climate as a moderator between the relationship of Employee suspicion and knowledge hiding.

Adopted questionnaires were used to collect data for this analysis which were distributed in high schools of Pakistan. Social exchange theory supports the proposed hypotheses. In total 641 questionnaires were distributed but only 313 were used for the analysis.

The study contributes to the existing literature of knowledge hiding and employee suspicion. In this study, there are 3 hypotheses which are analyzed and tested with the data gathered according to the Pakistani context. Moreover, H1, H2 and H3 are being accepted according to the Pakistani context.

Conclusively, it is stated that the present study extends the literature of employee suspicion. In past limited literature has focused on construct of employee suspicion, in this rare literature employee suspicion in relation to knowledge concepts like knowledge hiding and knowledge sharing climate have not been explored in the past. The present study guides the literature to understand the role of employee suspicion in hiding knowledge and poisoning workplace in form of social undermining. Furthermore, the present study also proposes a significant buffer in the form of knowledge sharing climate to diminish the negative outcomes of employee suspicion.

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Appendix



CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
ISLAMABAD
Department of Management Sciences

Time lag 1 Employee ID:

5.6 Questionnaire

Dear Respondent,

I am students of MS Management Sciences at Capital University of Science and Technology Islamabad. This questionnaire intends to gather data for our research paper on significance of **Knowledge Hiding and the role of Knowledge climate in organizations by Employee Suspicion as an antecedent of social undermining**. Responses to this questionnaire will be used to develop general findings and conclusions without specific reference to institutions or clients. I appreciate your participation in my study and I assure that *your responses will be kept confidential* and will only be used for academic purposes.

Sincerely,

Ainee Hamza

Please tick the relevant choices:

1=Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	Employee Suspicion					
1	I wasn't sure if the people I was dealing with were completely truthful with me.	1	2	3	4	5
2	At several points in the process, I wondered what was really going on behind the scenes.	1	2	3	4	5
3	I tended to believe any of the assurances of security that were provided. (R)	1	2	3	4	5
4	I was on my guard when interacting with this entity.	1	2	3	4	5
5	During the event, I was uncertain as to what was really going on.	1	2	3	4	5
6	I kept thinking that some behaviors were unusual	1	2	3	4	5
7	I had confidence in the integrity of the whole process. (R)	1	2	3	4	5
8	I was suspicious of things during the event.	1	2	3	4	5
9	During the event, I was uncertain as to what would eventually happen.	1	2	3	4	5
10	I spent time thinking of alternative possibilities about what was going on during the event.	1	2	3	4	5
11	I felt like I was being taken advantage of.	1	2	3	4	5
12	I was not suspicious about what was being presented to me. (R)	1	2	3	4	5
13	It was clear what was going on at all stages of the process. (R)	1	2	3	4	5
14	There were many times when I found myself wondering about the information being provided.	1	2	3	4	5
15	I was very concerned about some of the things that occurred during this event.	1	2	3	4	5
16	I became increasingly suspicious during the event	1	2	3	4	5

17	Nothing seemed unusual about the process (R)	1	2	3	4	5
18	I believed I wouldnt be asked for any information that wasnt really needed. (R)	1	2	3	4	5
19	I was not suspicious of anything during the event. (R)	1	2	3	4	5
20	I felt they would be up-front with me. (R)	1	2	3	4	5
	Knowledge sharing climate					
1	People in this organization are willing to share knowledge/ideas with others.	1	2	3	4	5
2	This organization is good at using the knowledge/ideas of employees.	1	2	3	4	5
3	People in this organization keep their best ideas to themselves (R).	1	2	3	4	5
4	People in this organization share their ideas openly.	1	2	3	4	5
5	People with expert knowledge are willing to help others in this organization.	1	2	3	4	5

Please provide following information.

	1	2			1	2	3
Gender	Male	Female		Qualification	Bachelor	Master	PhD

	1	2	3	4	5	6
Age	20- 25	26-30	31-35	36-40	41-45	46 and above

	1	2	3	4
Experience	0-5	6-11	12-17	18 and above



CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY
ISLAMABAD

Department of Management Sciences

5.7 Questionnaire

Time lag 1 Employee ID: _____

Dear Respondent,

I am students of MS Management Sciences at Capital University of Science and Technology Islamabad. This is the second part of the questionnaire that intends to gather data for our research paper on significance of Employee suspicion and Social undermining. I appreciate your participation once again in my study and I assure that *your responses will be kept confidential* and will only be used for academic purposes.

Sincerely,

Ainee Hamza

Please tick the relevant choices:

1=Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	Knowledge Hiding					
	In a specific situation					
1	I agreed to help him/her but never really intended to	1	2	3	4	5
2	I agreed to help him/her but instead gave him/her information different from what s/he wanted.	1	2	3	4	5
3	I told him/her that I would help him/her out later but stalled as much as possible	1	2	3	4	5
4	I offered him/her some other information instead of what he/she really wanted	1	2	3	4	5
5	I pretended that I did not know the information	1	2	3	4	5
6	I said that I did not know, even though I did	1	2	3	4	5
7	I pretended I did not know what s/he was talking about	1	2	3	4	5
8	I said that I was not very knowledgeable about the topic	1	2	3	4	5
9	I explained that I would like to tell him/her, but was not supposed to	1	2	3	4	5
10	I explained that the information is confidential and only available to people on a particular project	1	2	3	4	5
11	I told him/her that my boss would not let anyone share this knowledge	1	2	3	4	5
12	I said that I would not answer his/her questions	1	2	3	4	5
	Social Undermining					
1	Hurt another members feelings?	1	2	3	4	5
2	Put another team member down when he/she questioned work procedures	1	2	3	4	5

3	Undermined another team members effort to be successful on the job?	1	2	3	4	5
4	Let another team member know you did not like them or something about them?	1	2	3	4	5
5	Talked bad about them behind their back?	1	2	3	4	5
6	Insulted them	1	2	3	4	5
7	Belittled another team member or team members ideas	1	2	3	4	5
8	Spread rumors about a member of my group?	1	2	3	4	5
9	Made them feel incompetent?	1	2	3	4	5
10	Delayed work to make them look bad or slow them down?	1	2	3	4	5
11	Talked down at them?	1	2	3	4	5
12	Gave a team member the silent treatment?	1	2	3	4	5
13	Did not defend them when people spoke poorly of them?	1	2	3	4	5