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The Mediating Role of Trust on Tacit Knowledge Sharing and Job Satisfaction

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Walden University
2025

Abstract

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by

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Dissertation Submitted in Partial Fulfillment

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Abstract

Effective knowledge management is vital for organizational success. However, challenges in knowledge gaps arise when key individuals depart from their respective organizations and there is no effective knowledge management system. This study was an exploration of the nuanced relationship among trust, tacit knowledge sharing, and job satisfaction in the life insurance industry. Trust, job satisfaction, and tacit knowledge sharing are critical components in organizational dynamics. Tacit knowledge sharing is difficult to codify, and employees might be motivated to share their know-how on the basis of anticipated benefits and reciprocal interactions. On the other hand, research that explores the relationship between tacit knowledge sharing and job satisfaction remains limited. In this study, the theories of social exchange and expectancy were used as a framework to investigate the motivations behind knowledge-sharing behaviors. A correlational design was used to explore the interplay among trust, tacit knowledge sharing, and job satisfaction. Full-time sales representatives with at least 1 year tenure participated in online surveys. The sample was selected based on convenience and regression analysis was used to explore the relationships between the variables while controlling for confounding variables. The findings of the study indicated that trust did not have a significant mediating effect on tacit knowledge sharing and job satisfaction. The results of the study will provide insights to leaders, on organizational strategies to foster trust, tacit knowledge sharing, and to enhance workplace satisfaction.

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Dedication

This research dissertation is dedicated to my family, friends, and mentors whose

guidance and encouragement have motivated me along this journey.

Acknowledgments

I extend my deepest gratitude to God, whose divine guidance has illuminated every step of this journey. To my esteemed chair (Dr. Richard Thompson), your wisdom, guidance, and unwavering support have been instrumental in shaping this dissertation. Your expertise and encouragement have inspired me to push beyond my perceived capabilities. I would also like to thank Dr. Marlon Sukal, my second committee member (SCM), for his invaluable contribution. A special acknowledgement to my family and friends whose love, understanding, and sacrifices have been a major source of motivation. Together, you have been my rock, and for that, I am immensely grateful.

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Chapter 1: Introduction to the Study

Introduction

Knowledge management is a multifaceted field that encompasses the systematic processes or strategies employed by organizations to identify, create, explain, and distribute knowledge effectively for re-use (Werdiningsih et al., 2023). Initiatives that are directly related to the management of knowledge play a crucial role in enhancing team creativity (Liu et al., 2021), fostering a culture of continuous learning (Kim & Park, 2020), and positioning organizations for sustainable success (Enwereuzor et al., 2022; Obrenovic et al., 2020). Researchers have concluded that a knowledge management system is positively associated with organizational activities such as production, performance, innovation capabilities, and employee empowerment (Rezaei et al., 2021). Boamah and Miah (2023) proffered that leaders in organizations will be more willing and capable of making decisions when knowledge management systems are used successfully. However, the challenge in managing knowledge arises when key individuals with substantial knowledge leave their organizations, this leads to a gap in knowledge (Werdiningsih et al., 2023). It is crucial for organizational leaders to remain committed to knowledge sharing to prevent the depletion of valuable information (Huie et al., 2020).

Organizational scholars frequently emphasize the importance of incorporating knowledge sharing as a vital element of effective knowledge management (Enwereuzor, 2021; Sentika & Arrissaputra, 2022). Within the dimensions of knowledge management, the sharing of knowledge plays a pivotal role to organizations (Enwereuzor 2021; Rezaei

et al., 2021). This practice provides a lasting competitive advantage and enhances
organizational effectiveness and success (Obrenovic et al., 2020; Umar et al., 2023). The
sharing of knowledge is the conduit through which information flows within an
organization and it can shorten an employee's learning curve through learning from
others (Kim & Park, 2020; Liu et al., 2021). The transfer of knowledge improves team
performance and creativity (Liu et al., 2021) ultimately enhancing innovation (Wang et
al., 2021). Knowledge sharing, being a voluntary act, is a form of citizenship behavior
(Umar et al., 2023) but it is worth noting that its implementation is easier said than done
(Alam et al., 2022).

In this chapter there are several distinct sections that provide context for the study.
The background section includes the foundational aspects of knowledge management, the
significance of knowledge sharing in enhancing organizational effectiveness, and the
various dimensions of knowledge management. There is an emphasis on the importance
of creating a conducive environment for knowledge exchange through leadership
behaviors, organizational climate, and collaboration. The two dimensions of knowledge
sharing are examined with a focus on tacit knowledge sharing and its implication for
organizational learning and performance. Additionally, in the background section there is
a discussion about the challenges and opportunities that are associated with sharing tacit
knowledge within organizations.

The problem statement section includes a discussion of the social issue that
prompted me to find out more about tacit knowledge sharing. In this section, I
highlighted the gap in the literature and the significance of the problem in the context of

organizational success. In the purpose statement, I outlined the objective of the study, to explore the relationship between tacit knowledge sharing and job satisfaction, with trust in managers as a mediator. I also included the research questions and hypotheses that I used to guide the study, in which I examined the relationships among tacit knowledge sharing, trust, and job satisfaction. The theoretical framework section includes a discussion of the theoretical foundations which underpin the study. Social exchange and expectancy theories include insights into the motivations driving knowledge sharing behaviors and their impact on job satisfaction.

In the section on the nature of the study, I presented an overview of the research design, in which I employed a correlational cross-sectional approach to examine the relationships among the variables. The nature of the study section also includes the sampling procedure, data collection methods, and measurement instruments used in the study. The definitions section includes operational definitions of key terms such as tacit knowledge sharing, job satisfaction, and trust to ensure clarity and consistency throughout the study. In the assumptions section, I outlined the speculations made in the study regarding participants' behavior, data validity, and population homogeneity, which serve as foundational principles for the research.

The scope and delimitations are the extent of the study, and I focused on employees within life insurance industry. The limitations of the study include potential threats to internal and external validity. Finally, in the significance section, I explored the relevance of the study in contributing to the understanding of knowledge management in organizational contexts. I highlighted the implications of the findings for organizational

practices, and talent management. The findings from this study may inform

organizational decision-making to enhance employee satisfaction, productivity, and foster

a culture of trust and collaboration, which ultimately contribute to organizational success.

Background

Knowledge sharing transcends organizational boundaries, enabling the

dissemination of insights and expertise among individuals through team reflexivity

(Wang et al., 2021). In a recent research, technology was found to be a facilitator in

enabling open and honest discussions about individuals' experiences, challenges, and

successes (Muhammad et al., 2023). In extant literature scholars emphasize the social

aspects of knowledge sharing, underscoring the role of leadership behaviors (Kim &

park, 2020; Qian et al., 2020; Yin et al., 2020), organizational climate (Liu et al., 2021;

Kim & Park, 2020), psychological safety climate (Qian et al., 2020; Yin et al., 2020),

organizational policies and practices (Abbasi et al., 2021; Rezaei et al., 2021) and

collaboration (Nham et al., 2020) in fostering a conducive environment for the exchange

of ideas.

According to the type of knowledge and the difficulty of expression, knowledge

sharing can be divided into two dimensions: explicit knowledge sharing and tacit

knowledge sharing (Nonaka, 1994). Explicit knowledge sharing involves the

dissemination of organized knowledge and formal information that can be captured and

conveyed among employees (Umar et al., 2023; Zhang et al., 2022). Polanyi (1958)

introduced the concept of tacit knowledge, which can be defined as an individual's

affirmation and evaluation of truth or reality. It is shaped by personal criteria, context,

and experiences, which form an interpretive framework (Van Houten, 2023). Other

researchers characterized tacit knowledge sharing as the process of transferring intangible

(Boamah & Miah, 2023; Da Silva Miguez & Naranjo-Zolotov, 2022), informal (Umar et

al., 2023), personal (Boamah & Miah, 2023; Da Silva Miguez & Naranjo- Zolotov, 2022)

individual know-how and experience from past actions, insights, and intuitions (Da Silva

Miguez & Naranjo- Zolotov, 2022; Zhang et al., 2022). These provide important task

related knowledge to another employee of the same organization to assist in task

completion (Enwereuzor, 2021; Mohammed & Kamalanabhan, 2022).

Mohammed and Kamalanabhan (2022) stated that tacit knowledge sharing

encompasses two dimensions: knowledge contribution and knowledge seeking.

Knowledge contribution is the process of making one's knowledge easily accessible to

other coworkers and knowledge seeking is the process of collecting knowledge from

coworkers. However, Mahmood et al. (2020) suggested that the perceived value of

knowledge influences the intention to share tacit knowledge and professionals are

interested in knowledge and advice only if they believe that they can benefit from it (Van

Houten, 2023). Da Silva Miguez and Naranjo-Zolotov (2022) posited that tacit

knowledge can only be acquired through individual processes such as learning, reflection,

and experience. This can be shown when individuals express themselves in presentations,

phone calls, or collaborate with peers on projects, mentoring, and training. Furthermore,

tacit knowledge can be shared to some extent using reflection and stories (Van Houten,

2023).

Researchers in recent studies stated that the understanding of tacit knowledge

sharing is still in the embryonic stage because there is a paucity of empirical research on how it can be implemented as well as the various factors that affect it (Alves & Pinheiro, 2022; Ganguly et al., 2019; Gupta et al., 2021; Malik & Kanwal, 2018; Mohiya, 2023; Obrenovic et al., 2020; Olaisen & Revang, 2018). Several researchers concluded that understanding tacit knowledge sharing in the workplace is crucial for comprehending workplace dynamics (Alves & Pinheiro, 2022; Berraies et al, 2021; Gupta et al., 2021.). Gupta et al. (2021) conducted a quantitative study in which they explored the role of social interactions in motivating employees to share tacit knowledge in service and manufacturing organizations. Based on the findings of the study interactional justice and respectful engagement are positively related to employees' willingness to share tacit knowledge.

The outcomes of the study include insights into how organizations can promote greater willingness among tacit knowledge holders to share their knowledge because the exchange of tacit knowledge plays a pivotal role in fostering innovation and enhancing organizational performance (Ganguly et al., 2019). By studying the relationship between tacit knowledge sharing and job satisfaction, researchers and leaders in organizations will be better able to encourage employees to share their tacit knowledge effectively which can lead to better problem-solving, innovation, and sense of fulfilment in their roles (Mohiya, 2023).

Problem Statement

The specific research problem that I addressed in this study was the relationship between tacit knowledge sharing and job satisfaction, with a focus on understanding the

role of trust in managers as a mediating factor. The consensus among research findings underscores the current relevance and significance of the problem at hand. Over the past 5 years, scholars have increasingly recognized the importance of tacit knowledge sharing in organizational success (Ganguly et al., 2019; Gupta et al., 2021; Malik & Kanwal, 2018; Obrenovic et al., 2020), particularly in fostering innovation and enhancing performance (Ganguly et al., 2019).

A review of the current literature reveals a predominant focus on knowledge management or knowledge sharing and job satisfaction however, the association between knowledge sharing and job satisfaction exhibits variability. Knowledge sharing, characterized by the voluntary exchange of information and expertise among individuals within an organization, is widely believed to positively influence job satisfaction (Bilal et al., 2019; Fischer & Döring, 2022; Masadeh et al., 2019; Putra et al., 2020; Rafique et al., 2020; Zamir, 2019). On the other hand, Fadaie and Ghanbamejah (2023) found no significant relationship between knowledge transfer and job satisfaction. Fadaie and Ghanbamejah recommended that more research is needed to identify mediating variables and factors that could influence knowledge sharing and job satisfaction among individuals in health care.

In another study, conducted in Chinese multinational companies in Kazakhstan, among 322 respondents, Usmanova et al. (2021) found a positive link between knowledge sharing behaviors and job satisfaction with the moderating impact of motivating language of supervisors. The primary purpose of Usmanova et al.'s study was to understand the influence of knowledge sharing behaviors on job satisfaction,

considering the moderating role of motivating language of supervisor.

Although studies on knowledge sharing broadly encompass both explicit and tacit forms of knowledge exchange, the distinctiveness of tacit knowledge sharing and job satisfaction warrants further investigation. Therefore, there is a notable gap in recent research literature concerning the specific dynamics and outcomes associated with tacit knowledge sharing practices and their effects on employees' job satisfaction. I explored the complex interplay between tacit knowledge sharing and job satisfaction, acknowledging the need for a comprehensive understanding of the underlying mechanisms at play.

Purpose Statement

The purpose of this quantitative study was to explore the relationship between tacit knowledge sharing and job satisfaction with trust in managers as a mediator.

Research Questions and Hypotheses

Research Question 1 (RQ1): What is the relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) in managers?

Null Hypothesis ($H_0$1): There is no statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive).

Alternative Hypothesis (H_a1): There is a statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive).

Research Question 2 (RQ2): What is the relationship between trust (overall, affective, and cognitive) and job satisfaction?

Null Hypothesis ($H_0$2): There is no statistically significant relationship between

trust (overall, affective, and cognitive) and job satisfaction.

Alternative Hypothesis (H_a2): There is a statistically significant relationship between trust (overall, affective, cognitive) and job satisfaction.

Research Question 3 (RQ3): What is the relationship between tacit knowledge sharing and job satisfaction?

Null Hypothesis (H_03): There is no statistically significant relationship between tacit knowledge sharing and job satisfaction.

Alternative Hypothesis (H_a3): There is a statistically significant relationship between tacit knowledge sharing and job satisfaction.

Research Question 4 (RQ4): What is the mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction?

Null Hypothesis (H_04): There is no statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

Alternative Hypothesis (H_a4): There is a statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

The variables of the study were trust (mediating variable), job satisfaction (dependent or outcome variable), and tacit knowledge sharing (independent variable). I used a correlational cross sectional design to determine the extent of the relationship between tacit knowledge sharing, trust, and job satisfaction. To measure the construct trust, I adapted the McAllister (1995) trust scale. McAllister's trust scale is a widely used measure to assess interpersonal trust in organizational settings and it is comprised of 11 items, six assessing levels of cognition- based trust, and five assessing affect- based trust.

I did not include question 11, which measures cognitive trust (If people knew more about this individual and his or her background, they would be more concerned and monitor his or her performance more closely). Respondents will indicate on a five point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), their agreement with various statements about their manager at work. The scores for each item will be averaged to calculate the total score for each trust dimension. Higher scores indicate greater trust in either affective or cognitive dimensions of trust.

To measure job satisfaction, I used the Minnesota satisfaction questionnaire short-form (see Weiss & Dawis, 1967). The job satisfaction measure is composed of 20 items. The items use a 5-point Likert response option ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*). The results were calculated by averaging the scores of the 20 items. Tacit knowledge sharing was measured using Lin (2007) Tacit Knowledge Sharing (TKS) scale, which includes four items, with a 5-point Likert response option ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The results were calculated by averaging the scores of the four items, higher scores indicate higher degrees of tacit knowledge sharing.

Theoretical and/or Conceptual Framework

I used social exchange theory (Blau, 1964) and expectancy theory (Vroom, 1964) as the theoretical framework for the study. Social exchange theory postulates that individuals engage in relationships and interactions based on the principles of cost and benefit (Blau, 1964). Individuals are more likely to share tacit knowledge if they perceive benefits such as recognition, social support, or access to others' tacit knowledge, and being more disinclined to share if they perceive insufficient benefits or costs such as time

and effort. This theory is used to explain the motivations and decisions inherent in tacit knowledge sharing and sheds light on the concept of reciprocity. Furthermore, trust is grounded in this theory, as employees evaluate the fairness, support, and reliability of interactions with managers within the context of social exchange (Le & Nguyen, 2023). Trust is fostered when managers consistently fulfill commitments, communicate openly, and demonstrate fairness.

Expectancy theory is used to understand motivational factors driving the ability of individuals to trust others (Ababneh, 2020). Social exchange and expectancy theories are relevant to the approach of the study and research questions as they offer frameworks for understanding the motivations underlying tacit knowledge sharing, the role of trust in managerial relationships, and the impact of these factors on job satisfaction. By employing these theoretical perspectives, I illuminated the complex relationships between tacit knowledge sharing, trust, and job satisfaction in the organizational context.

Nature of the Study

In this study, I used a correlational cross-sectional design to determine the extent of the relationship among tacit knowledge sharing, trust, and job satisfaction. Correlational cross-sectional designs are generally less time- and resource- intensive compared to experimental designs. Additionally, correlational designs are usually used to explore relationships between variables which make them suitable for addressing the research questions of the current study (Burkholder et al., 2020). The key variables of the study are trust (mediator), job satisfaction (dependent variable), and tacit knowledge sharing (independent variable).

Trust is a complex phenomenon, and its definition is a subject of ongoing debate, with perspectives ranging from considering it as a one-dimensional construct to viewing it as multidimensional (Fisher, et al. 2020). Cook and Wall (1980) described trust as the extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of others. McAllister (1995) conceptualized trust as a psychological state which comprises of the intention to accept vulnerability based upon positive expectations of the intentions or behaviors of another. McAllister outlined two dimensions of trust: affective and cognitive. Affective trust is based on the emotional bonds that might exist among people and cognitive trust involves making reasoned evaluations of attributes such as, ability and reliability that are shaped by past interactions and assessments.

Job satisfaction is a complex concept, described as an employee's emotional response to their job, positive attitudes lead to satisfaction and negative attitudes lead to dissatisfaction (Cranny et al., 1992). Herzberg et al. (1959) proposed a theory (Hertzberg's motivation-hygiene theory or the two-factor theory) to elucidate job satisfaction. This theory is one of the most widely used in the literature to explain job satisfaction (Chen et al., 2022; Nguyen, 2019; Yalin Ucar, 2022). Hertzberg and his collaborators posited that certain factors, referred to as motivators and hygiene influence job satisfaction. Motivators such as advancement, the work itself, possibility for growth, responsibility, recognition, and achievement result in job satisfaction. However, hygiene factors such as interpersonal relations, salary, company policies, supervision, and working conditions decrease job dissatisfaction. Hertzberg's theory suggests that

satisfaction and dissatisfaction in the workplace stem from distinct sets of factors which exist on separate continua, each with its own set of factors (Nguyen, 2019).

Tacit knowledge is an individual's internalized understanding and assessment of truth or reality, influenced by personal criteria, context, and experiences, which collectively construct an interpretative lens (Van Houten, 2023). Mohammed and Kamalanabhan (2022) stated that tacit knowledge sharing encompasses two dimensions: knowledge contribution and knowledge seeking. Knowledge contribution is the process of making one's knowledge easily accessible to other coworkers and knowledge seeking is the process of collecting knowledge from coworkers. According to Mahmood et al. (2020), the perceived value of knowledge plays a significant role in determining one's willingness to share tacit knowledge. Furthermore, professionals are interested in knowledge and advice only if they believe that they can benefit from it (Van Houten, 2023). Da Silva Miguez and Naranjo-Zolotov (2022) suggested that tacit knowledge can only be acquired through individual processes such as learning, reflection, and experience. This becomes evident when individuals articulate their thoughts through presentations, engage in phone conversations, or work together on projects, mentoring, and training sessions. Moreover, tacit knowledge can be shared to some extent through reflection and narrative sharing (Van Houten, 2023).

In this study, the population under investigation was employees from the life insurance industry. I used convenience sampling and participants selected had direct involvement in knowledge sharing. Recruitment involved reaching out to the HR manager by email, detailing the purpose of the study, privacy, anonymity, and an

emphasis on the voluntary nature of the study. Data collection was facilitated through validated scales, designed by survey monkey. Demographic items were used to capture relevant information about participants' age, gender, job tenure, and educational background. The collected data were collated and analyzed using SPSS to examine the relationships among trust, tacit knowledge sharing, and job satisfaction.

Definitions

Knowledge is defined as a dynamic blend of experiences, values, information, and specific insights (Davenport & Prusak, 1998).

Knowledge management encompasses the systematic processes or strategies employed by organizations to identify, create, explain, and distribute knowledge effectively for re-use (Werdiningsih et al., 2023).

Explicit knowledge sharing involves the dissemination of organized knowledge and formal information that can be captured and conveyed among employees (Umar et al., 2023; Zhang et al., 2022).

Tacit knowledge sharing involves the exchange of expertise or experience, insights, and intuitions (DaSilva Miguez & Naranjo-Zolotov, 2022; Zhang et al., 2022).

Job satisfaction refers to an employee's emotional response to their job, influenced by intrinsic and extrinsic factors associated with the job (Cranny, 1992).

Trust is the ability of an employee to view their manager as reliable, competent, and predictable which fosters emotional attachment, empathy and goodwill as a natural consequence (McAllister, 1995).

Assumptions

The following were the assumptions that established the basis for this study:

1. I assumed that participation was voluntary and participants were under no external or internal force. Coercion could compromise the validity and ethical integrity of the research, leading to biased or unreliable results and potential harm to the participants.

2. I assumed that the participants had acquired enough experience and knowledge in their respective field and the responses were based on the same. I made this assumption to enhance the credibility and relevance of the research findings. I also ensured that the data collected were meaningful and representative of the target population, thereby enhancing the validity and applicability of the research outcomes.

3. I assumed that the participants understood the meaning of the survey questions and that the scales were used in the same way as intended. This enhanced the validity, reliability, and ethical integrity of the research findings.

4. I assumed that participants would provide accurate and truthful responses to survey questions because data collection relies on self-reported measures. This was essential for the reliability and validity of the study.

5. I assumed that there was homogeneity of the population, the employees in the life insurance industry shared similar characteristics and contexts relevant to knowledge sharing and job satisfaction. This assumption was necessary for the generalizability of findings across the specified industry.

6. I assumed that the convenience sampling procedure would yield a sample that adequately represented the target population. Although convenience sampling is pragmatic and cost-effective it may not ensure a fully representative sample. Nevertheless, I assumed representativeness to ensure insights into the relationship under investigation.

7. I assumed that the data collected will approximate a normal distribution, which is necessary for many statistical analyses, including those conducted using SPSS. Deviations from normality could affect the robustness of statistical tests and the generalizability of findings.

Scope and Delimitations

The life insurance industry is knowledge-intensive and the effective sharing and use of tacit knowledge are critical for its success. The factors that influence tacit knowledge sharing as well as their impact on job satisfaction are highly relevant and valuable. Tacit knowledge, unlike explicit knowledge is challenging to articulate and transfer, yet it often holds significant value within organizations (Obrenovic et al., 2020). By focusing on tacit knowledge sharing, I delved into a vital aspect of organizational behavior, shedding light on how trust might facilitate or hinder this process.

Employees within the life insurance industry were the focus in this study. The participants were employed in their current sales representative position for at least one year, and were full-time employees. This population was selected based on their relevance to the research problem. Furthermore, the target population included participants who had direct involvement in knowledge sharing within the respective

industry. This ensured that the sample comprised of individuals who were likely to provide valuable insights into the relationship among trust, tacit knowledge sharing, and job satisfaction.

Employees from industries other than life insurance were excluded from the study. Although findings from the study may have implications for other sectors, the focus was specifically on this industry to maintain the relevance and specificity of the research. Part-time employees, retirees, and trainees were excluded as their perspectives and experiences may not align with the research objectives.

Theories such as planned behavior and reasoned action and social identity theory are related to the area of tacit knowledge sharing however, they were excluded. The theory of reasoned action and planned behavior is used to explain tacit knowledge sharing (Obrenovic et al., 2022). Fishbein and Ajzen's (1975) theory of reasoned action is used to explain human behavior especially in the context of knowledge sharing. This theory posits that a behavior is directed and energized by the intention of an individual. It is assumed that the behavior is under volitional control, people believe that they can execute a behavior whenever they are willing to do so and this depends on adequate capabilities and or opportunities. The model focuses on two variables, attitudes and subjective norms. Attitudes are positive or negative feeling in relation to the achievement of an objective and subjective norms are representations of an individual's perception in relation to the ability of reaching those goals.

Social identity theory explores how individuals' identification with social groups influence their attitudes, behaviors, and intergroup relations. Wei-Li Wu (2021)

suggested that it is a major theoretical perspective for discussing how individuals connect themselves to and identify with various referents. In the context of the study, social identity theory could offer insights into how group dynamics within organizations shape trust formation, knowledge sharing practices, and job satisfaction levels among employees. Furthermore, perspectives of social identity theory is an emerging theoretical perspective used to explain organizational behavior.

Limitations

In this study there were several threats to external and internal validity. Threats to external validity included, population sampling bias because the sample may not represent the broader population of service industry workers. Furthermore, generalizability of results is another threat to external validity as findings may not relate to other industries or contexts. The time of measurement could be another threat because external factors at the time of data collection could influence results. The use of self-report scales to measure the variables of the study involved the possibility of the common method bias. To address these threats, the use of random sampling techniques could be used to ensure a representative sample and to include diverse service industries to enhance generalizability.

History, maturation, and testing might be threats to internal validity. Events occurring during the study could influence results, changes in participants over time that are unrelated to the study, and participants' responses may be influenced by prior exposure to the questionnaire. To mitigate threats, I ensured consistency in measurement tools and procedures throughout the study.

Significance

The study contributes to a deeper understanding of the role of trust in facilitating

tacit knowledge sharing and its impact on job satisfaction. By examining these

relationships within the specific context of the life insurance industry, the study enriches

existing literature on organizational behavior, interpersonal trust, and it particularly will

contribute to the nascent literature on knowledge management. Investigating trust as a

mediator sheds light on the underlying mechanisms that influence the relationship

between tacit knowledge sharing and job satisfaction. This provides theoretical insights

into how interpersonal relationships and organizational culture shape knowledge sharing

behaviors and employees' outcomes. By focusing on the life insurance sector, the study

generates industry- specific insights that can inform management practices and strategies

tailored to the unique challenges and dynamics of this knowledge-intensive industry. This

contributes to the development of sector-specific knowledge management frameworks

and guidelines.

The findings from the study can inform the development of organizational

policies and practices aimed at promoting trust-building, knowledge sharing, and

employee satisfaction within life insurance organizations. This could involve

implementing training programs, fostering a supportive organizational culture, and

incentivizing collaborative behaviors. The findings of the research will also provide

insights into the factors that influence job satisfaction and knowledge sharing which can

guide talent management strategies within the life insurance sector. Organizations can use

this information to attract, retain, and develop skilled employees by creating conducive

work environments that prioritize trust and knowledge sharing. By fostering a culture of trust and knowledge sharing, organizations may experience improvements in productivity, innovation, and overall performance. This can lead to competitive advantages and long-term sustainability, benefiting both the organizations and their stakeholders.

By emphasizing the importance of knowledge sharing and trust-building, the results of the study can encourage organizational leaders to invest in employee development and collaborative practices. This can lead to enhanced career opportunities, skill acquisition, and professional growth for employees. A positive organizational culture characterized by trust and knowledge sharing is likely to translate into improved customer service and satisfaction. This contributes to positive social change by fostering stronger relationship between service providers and customers ultimately benefiting society as a whole. Trust building and knowledge sharing are integral components of ethical organizational behavior. By promoting these values, the study aligns with broader efforts to foster ethical business practices and corporate social responsibility within the life insurance industry, promoting trust and integrity in business interactions.

Summary

The field of knowledge management encompasses systematic processes to identify, create, explain, and distribute knowledge effectively for re-use (Werdiningsih et al., 2023). Initiatives related to knowledge management enhance team creativity, foster continuous learning, and position organizations for sustainable success (Liu et al., 2021; Kim & Park, 2020; Enwereuzor et al., 2022). In a recent study it was indicated that

knowledge management systems positively influence organizational activities such as

production, performance, innovation, and employee empowerment (Rezaei et al., 2021).

The successful utilization of knowledge management systems also enhances decision-

making capabilities among organizational leaders (Boamah & Miah, 2023).

However, challenges arise when individuals with substantial knowledge leave

organizations, which lead to knowledge gap (Werdiningsih et al., 2023). To prevent the

loss of valuable information, organizational leaders must prioritize knowledge sharing

(Huie et al., 2020). Within knowledge management, knowledge sharing plays a pivotal

role in providing lasting competitive advantages and enhancing organizational

effectiveness (Obrenovic et al., 2020). It is voluntary in nature and contributes to team

performance, creativity, and innovation (Liu et al., 2021; Wang et al., 2021).

Tacit knowledge sharing involves disseminating intangible, personal know-how,

and experience which is essential for task completion and organizational success (Da

Silva Miguez & Naranjo-Zolotov, 2022; Enwereuzor, 2021). However, the understanding

and implementation of tacit knowledge sharing are still in early stages which requires

further empirical research (Alves & Pinheiro, 2022). The relationship among trust, tacit

knowledge sharing and job satisfaction was explored within the life insurance industry.

Social exchange and expectancy theories were used as the frameworks to understand the

motivations underlying knowledge sharing behaviors and their impact on organizational

outcomes. Methodologically, the study employed a correlational design and utilized

validated instruments to measure trust, tacit knowledge sharing and job satisfaction.

Findings from the study are expected to contribute to a deeper understanding of

knowledge sharing dynamics, and inform organizational policies and practices to promote trust and knowledge sharing and job satisfaction.

Transitioning to Chapter 2, there is a comprehensive exploration of the theoretical underpinnings and empirical research related to key variables and concepts central to the study. It begins with an introduction that contextualizes the significance of knowledge sharing setting the platform for a thorough examination of the literature. A detailed overview of the literature search strategy is then presented, outlining the methodologies employed to identify relevant studies and sources. Building upon this foundation, the chapter proceeds to elucidate the theoretical foundations that inform the study, drawing from established theories such as social exchange and expectancy theories. These theoretical perspectives offer valuable insights into the motivations driving knowledge sharing behaviors and their implications for job satisfaction and trust within organizational settings as well as to guide the analysis and interpretation of the research findings. Finally, I synthesized the existing literature related to key variables and concepts offering a comprehensive review of empirical studies and theoretical perspectives relevant to the objectives of the study. Through this synthesis the chapter lays the groundwork for the subsequent empirical investigation, offering valuable insights into the current state of knowledge in the field and identifying gaps and areas for future research.

Chapter 2: Literature Review

Introduction

The specific research problem that I addressed in this study was the relationship between tacit knowledge sharing and job satisfaction, with a focus on understanding the role of trust in managers as a mediating factor. Tacit knowledge is information that is often unspoken, implicit, and difficult to codify (Obrenovic et al., 2020) and tacit knowledge sharing is the process of informing others of this knowledge which is deeply rooted in individuals' experiences, insights, and intuition (Da Silva Miguez & Naranjo-Zolotov, 2022; Zhang et al., 2022). When employees who possess tacit knowledge leave their workplaces the loss of knowledge affects the ability of organizations to remain competitive (Obrenovic et al., 2020) because the exchange of tacit knowledge plays a pivotal role in fostering innovation and enhancing organizational performance (Ganguly et al., 2019). To overcome the depletion of knowledge, leaders in organizations should demonstrate a commitment to employees' knowledge sharing to prevent the loss of valuable information (Huie et al., 2020).

Researchers in recent studies suggested that our understanding of tacit knowledge sharing is still in the embryonic stage because there is a paucity of empirical research on how it can be implemented as well as the various factors that affect it (Alves & Pinheiro, 2022; Ganguly et al., 2019; Gupta et al., 2021; Malik & Kanwal, 2018; Mohiya, 2023; Obrenovic et al., 2020; Olaisen & Revang, 2018). Several researchers posited that understanding tacit knowledge sharing in the workplace is crucial for comprehending workplace dynamics (Alves & Pinheiro, 2022; Berraies et al, 2021;

Gupta et al., 2021.). Gupta et al. (2021) conducted a quantitative study in which they explored the role of social interactions in motivating employees to share tacit knowledge in service and manufacturing organizations. Based on the findings of the study, interactional justice and respectful engagement are positively related to employees' willingness to share tacit knowledge. The outcomes of the study provide insights into how organizations can promote greater willingness among tacit knowledge holders to share their knowledge because the exchange of tacit knowledge plays a pivotal role in fostering innovation and enhancing organizational performance (Ganguly et al., 2019). By studying the relationship between tacit knowledge sharing and job satisfaction, researchers and leaders in organizations will be better able to encourage employees to share their tacit knowledge effectively which can lead to better problem-solving, innovation and sense of fulfilment in their roles (Mohiya, 2023).

This chapter includes multiple sections. The literature search strategy includes a discussion of the approach I employed to gather information about the pertinent studies. In the theoretical foundation section, I established the framework I used in guiding the research. I also discussdd the concept of trust, including its definition, dimensions, and the intricate connection between trust and leadership. I also examined the pivotal role of trust as a mediator in various organizational dynamics.

Transitioning to job satisfaction, I included an analysis of the antecedents that influence job satisfaction, which sheds light on the factors that contribute to employees' contentment. The convergence of job satisfaction and trust constitutes a pivotal nexus, unravelling the intricate connection between these two constructs. The exploration

continues with a focus on knowledge management, segueing into knowledge sharing. This section unveiled the complexities of different types of knowledge, distinguishing between explicit and tacit knowledge. I also explored the factors that influence tacit knowledge sharing, outcomes of tacit knowledge sharing, the connection between tacit knowledge sharing and trust and the correlation between tacit knowledge sharing and job satisfaction.

Literature Search Strategy

The primary databases that I used to obtain information on the topic were APA PsycInfo, Google Scholar, Academic Search Complete, JSTOR and ProQuest. APA PsycInfo is a database that is comprehensive for literature in Psychology and related fields. It includes scholarly articles, books, and conference proceeding. Google Scholar is a widely used search engine for scholarly articles, it indexes a broad range of academic sources. Similar to Google Scholar, Academic Search Complete, is a multidisciplinary database that provides access to a wide array of academic resources, including journals, magazines and conference proceedings. JSTOR is a digital library that offers access to academic journals, books, and primary materials.

Key words such as *tacit knowledge sharing, practical knowledge, job satisfaction, workplace trust, organizational trust, employee trust in the workplace, tacit knowledge sharing and job satisfaction, tacit knowledge sharing and trust and job satisfaction* and *trust* were used in the search. I aimed for a wide scope of information using a combination of keywords to capture various aspects of tacit knowledge sharing, job satisfaction, and trust in the workplace. The emphasis was on recent peer- reviewed

literature from the last 5 years to focus on current trends and findings in the field. Older journal articles were considered for a historical perspective and to review seminal works on the foundation for the current understanding of the topic. In this way, I ensured that my research was grounded in recent findings while acknowledging the historical context provided by seminal works.

Theoretical Foundation

Obrenovic et al. (2020) suggested that tacit knowledge is information that is often unspoken, implicit and difficult to codify. Tacit knowledge sharing is the process of informing others of this knowledge which is deeply rooted in individuals' experiences, insights, and intuition (Da Silva Miguez & Naranjo- Zolotov, 2022; Zhang et al., 2022). It is often measured through scenarios that describe work- related situations requiring problem solving and decision making, and is based on personally acquired skills (Da Silva Miguez & Naranjo- Zolotov, 2022; Obrenovic et al., 2020). One of the most widespread theories used to explain tacit knowledge sharing is social exchange theory (Iqbal et al., 2023; Obrenovic et al., 2020; Wang et al., 2021; Zhang et al., 2022). This theory developed by Blau (1964) focuses on the idea that social interactions are based on the principles of cost and benefit suggesting that individuals engage in relationships and interactions that offer them rewards or benefits while minimizing cost. For example, an employee might be more willing to share their valuable tacit knowledge with colleagues if they believe that they will receive benefits in return such as; recognition, social support or access to the tacit knowledge of others.

Conversely, if individuals perceive that sharing their tacit knowledge might not

yield sufficient benefits or might incur costs such as time and effort, they might be less inclined to share tacit knowledge. The social exchange theory is a lens through which individuals can understand the motivations, decisions, and outcomes inherent in social interactions, shedding light on the intricate concept of reciprocity. Similarly, trust is grounded in the principles of social exchange theory (Abbasi & Wan, 2023; Mubashar, et al., 2022; Enwereuzor, et al., 2020; Quin & Men, 2022), in the context that employees assess the fairness, support, and reliability of their interactions with managers as a part of the social exchange. If managers consistently fulfill their commitments, communicate openly, and demonstrate fairness, employees are more likely to trust them (Legood et al., 2021).

In this study, I also used expectancy theory (Vroom, 1964) as a theoretical framework for understanding trust and tacit knowledge sharing. Ababneh (2020) posited that expectancy theory can provide insights into the motivational factors that drive knowledge sharing and the subsequent impact that it can have on job satisfaction and trust within an organization. Ababneh (2020) used expectancy theory to investigate the effects of employees' met expectations on job satisfaction, commitment, and intent to stay as well as the effects of met expectations on trust and intent to stay. Ababneh's application of expectancy theory aligns with Vroom's model, which comprises expectancy, instrumentality, and valence components. In this context, met expectations can be linked to expectancy, reflecting the belief that efforts will lead to desired performance. Instrumentality relates to the perceived connection between performance and outcomes, mirroring the effects on job satisfaction, commitment, and intent to stay.

Valence, in Vroom's theory, corresponds to the attractiveness of the outcomes, linking to the impact of met expectations on trust and intent to stay. Essentially, Ababneh's investigation operationalizes Vroom's expectancy theory, illustrating the interplay of these key motivational factors in the workplace and offers a valuable framework for understanding how employees' beliefs and expectations regarding the outcomes of tacit knowledge sharing influence their motivation, job satisfaction, and trust in the workplace.

Trust

Trust is an inherent concept in human nature, encompassing qualities of honesty and sincerity (Bilen, et al., 2023). According to Gara and La Porte (2020) trust involves an element of uncertainty, established through shared activities irrespective of the outcome, and can be mutual between two individuals or one- sided. Stedham and Skaar (2019) stated that there are two types of trust: generalized and interpersonal. Generalized trust is the belief that most people can be trusted, and interpersonal or particularized trust is the perception that another person can be trusted relative to a specific task. In the workplace, trust is an important element in interpersonal relationships and organizational functioning (Aei- kyung, et al., 2023; Bellamkonda, et al., 2021) and each organization should build and maintain it (Abbasi &Wan Ismail, 2023). Individuals gravitate toward leaders who instill a sense of security (Stedham & Skaar, 2019) and trust is the unifying circle that harmonizes the creative or destructive potential of those forces (Gara & La Porte, 2020).

Dimensions of Trust

Trust is a complex phenomenon, and its definition is a subject of ongoing debate,

with perspectives ranging from considering it as a one-dimensional construct to viewing

it as multidimensional (Fisher, et al. 2020). Cook and Wall (1980) defined trust as the

extent to which one is willing to ascribe good intentions to and have confidence in the

words and actions of other people. McAllister (1995) conceptualized trust as a

psychological state comprising the intention to accept vulnerability based upon positive

expectations of the intentions or behavior of another. McAllister outlined two dimensions

of trust: affective and cognitive.

Affective trust is based on the emotional bonds that might exist among people

and is informed by perceptions of the other party's motives, the extent to which they

provide help and support, and frequency of interaction (Legwood et al., 2020). In

contrast, Legwood stated that cognitive trust involves making reasoned evaluations of

attributes such as, ability and reliability that are shaped by past interactions and

assessments of similarity and the professional qualifications of the other party comprises

an individual's displayed behavioral integrity which is observed. According to McAllister

(1995) affective trust develops from a basis of cognitive trust and deepens as the

relationship begins to involve socio-emotional exchanges.

Similarly, Mayer et al. (1995) conceptualization of trust includes cognitive and

affective dimensions however, there is a behavioral component which is often

characterized by the willingness of individuals to be vulnerable based on expectations of

the intentions, competence and the reliability of others. Mayer et al. further proposed that

the trustor's perception of the trustee's trustworthiness depends on three factors. They are

the trustor's perception of the trustee as being competent (ability), acting with integrity

and being benevolent. The researchers defined ability as the skills, competencies, and attributes that empower an individual to exert influence within a particular field. Integrity is the trustor's belief that the trustee follows a set of principles deemed acceptable, demonstrated through consistency between the trustee's words and actions. Benevolence entails the trustor's confidence in trustee as having their wellbeing as priority.

There is also a belief that trust can manifest in three dimensions: calculus-based trust, knowledge-based trust, and identity-based trust (Biranvand et al., 2021; Sarvestani et al., 2022). Sarvestani et al. (2022) proposed that calculus-based trust arises from logical calculations, involving the assessment of risks and benefits within a relationship. Its elements encompass considerations of punishment and reward, serving as the initial stage in cultivating trust- based relationships. Knowledge-based trust is built on shared expertise or experience, where trust is established through familiarity with someone's capabilities, and it arises from an evaluation of the other individual. Identity-based trust is characterized by an idea, expectation, or feeling that is rooted in an individual's personality, contingent upon their psychological development. Specifically, there are theoretical parallels between cognitive trust and attributes like ability, competence, and integrity, and benevolence perceptions are more closely associated with affective trust (Legwood et al., 2021). In a meta-analysis study conducted by Fischer et al. (2020), exploring affective and cognitive dimensions of trust and organizational citizenship behaviors, the results showed that affective and cognitive trust have significantly different strengths of relationship. Organizational citizenship behaviors had a stronger positive relationship with affective trust rather than cognitive trust. This implies that

employees might exceed their role requirements when they have a stronger emotional and

relationship-based trust in their leaders, compared to situations where leaders only

demonstrate trustworthy behaviors. Similarly, Tu et al. (2020) found that affective trust in

colleagues but not cognitive trust in colleagues mediated the impact of ethical leadership

on cross- team sharing. Organizational trust involves various elements, such as ensuring

organizational justice (Mubashar et al., 2022), supporting members (Baquero, 2023),

fulfilling their needs and desire, fostering social relations within organization and

encouraging cooperation among members (Legwood, et al., 2021).

Trust and Leadership

Trust in leaders is a pivotal element in organizational dynamics, shaping certain

organizational outcomes such as safety compliance (Enwereuzor et al., 2020), employee

satisfaction (Jones et al., 2023; Steadham & Skaar, 2019), performance (Baquero, 2023),

commitment (Bellamkonda et al., 2021), change oriented behavior (Aei-Kyung et al.,

2022) engagement (Mubashar et al., 2022), and overall workplace effectiveness (Fischer

et al., 2020). Trust and leadership represent integral components of organizational

dynamics, with an extensive body of literature on their interplay. Researchers highlighted

that leaders build trust through consistent behavior, transparency, and ethical decision

making (Kleynhans et al., 2021; Qui et al., 2019). Baquero (2023) postulated that

leadership style is crucial in influencing whether followers will establish trust in their

leader. A positive correlation was found between trust and different leadership styles.

Examples, trust and transformational leadership (Kusmayadi & Rugaiyah, 2019;

Legwood et al.,2021; McCann et al., 2020; Saed & Saed, 2023), trust and authentic

leadership (Aei-Kyung, 2022; Baquero, 2023) and trust and ethical leadership (Enwereuzor et al., 2020; Tu et al., 2020).

Saed and Saed (2023) proposed that the application of the transformational theory of leadership across diverse fields underscores the significance of fostering inspiration in the leader-follower relationships to attain elevated performance levels. The researchers conducted an analytical descriptive study to examine the impact of transformational leadership on organizational trust (trust in coworkers, trust in organization management, and trust in supervisors). The sample included 294 department managers, branch managers and heads of departments who work in Jordanian telecommunications companies. Using regression analysis there was a significant impact of transformational leadership on organizational trust.

Similarly, Kusmayadi and Rugaiyah (2019) and McCann et al. (2020) found a positive relationship between trust and transformational leadership. McCann et al. (2020) used social exchange theory as their framework for the quantitative study which included 157 employees from the manufacturing industry. Based on the findings of the study interpersonal trust at work strengthens the positive impact of transformational leadership on organizational citizenship in manufacturing industries in the United States of America. Kusmayandi and Rugaiyah (2019) conducted their study in a different context, the population for this research included 256 teachers at a state high school in the city of Depok. The data obtained through questionnaires and path analysis techniques resulted in transformational leadership having a positive relationship to trust. Transformational leaders not only drive positive change but also cultivate a foundation of trust that fortifies

bonds within the organizations, ensuring sustained success.

Baquero et al. (2023) examined the link between authentic leadership and trust, a positive correlation was seen. Analogously, Aei-Kyung et al. (2022) found that trust in organizational leaders was positively influenced by authentic leadership. It was further posited that when leaders embrace information sharing, a central aspect of authentic leadership, the trust of team members is anticipated to grow through consistent behavioral interactions and shared values. Enwereuzor et al. (2020) conducted a quantitative study on 237 hospital nurses in Nigeria in order to investigate the correlation of ethical leadership and trust in leader. Ethical leadership was positively and significantly correlated with trust in the leader.

Research emphasizes the importance of leadership integrity, as employees tend to trust managers who demonstrate honesty and ethical behavior. The literature on trust and leadership underscores the intricate relationship between trust and leadership, emphasizing the reciprocal nature of their influence on each other. Effective leadership practices contribute to the development of trust, once established enhances leadership effectiveness.

Trust as a Mediator

In recent years trust has been considered as one of the primary assets for fostering desired behaviors and attitudes in the workplace (Abbasi & Wan Ismail, 2023). When functioning as a mediator, trust typically serves as a facilitator or intermediary in relationships or processes. Baron and Kenny (1986) stated that mediation is assumed if four criteria are met. They are, the independent variable significantly relates to the

mediator, the independent variable significantly relates to the dependent variable, the mediator significantly relates to the dependent variable, and when the independent variable and the mediating variable are added to the equation at the same time, the effect of independent variable weakens or disappears, while the effect of the intermediate variable is still significant.

The mediating role of trust has been widely examined by previous researchers in the context of work. Several researchers concluded that it improves organizational outcomes such as leadership effectiveness (Tu et al., 2020), organizational engagement (Mubashar, 2022), perception of ethical climate (Bilen et al., 2023; Tu et al., 2020), employees' wellbeing (Liu et al., 2023), corporate social responsibility (Salam & Jahed, 2023; Silva et al., 2023), organizational commitment (Malla & Malla, 2023; Silva et al., 2023) effective communication (Kouhsari & Chen, 2023; Quin & Men, 2022), and organizational justice (Malla & Malla, 2023; Mubashar et al., 2022). Trust has the ability to bridge gaps, promote understanding, and contribute to the seamless functioning of different aspects in a workplace. Tu et al. (2020) employed interpersonal trust theory as the foundational framework for their study in which they gathered multi source and multi wave data from 214 employee-supervisor dyads. Based on the findings of the study ethical leadership positively predicts employee cross- team knowledge sharing. However, affective trust in colleagues mediates the relationship between ethical leadership and employee cross- team knowledge sharing.

Abbasi and Wan Ismail (2023) agreed with earlier research indicating that trust plays a crucial role in predicting organizational outcomes. Abbasi and Wan Ismail's

study, conducted among employees and lectures at Malaysian public universities, specifically focused on outcomes when trust is lacking. The results revealed a connection between organizational trust and deviant behaviors. Researchers have consistently demonstrated the pivotal role of trust as a mediator in interpersonal relationships in the workplace.

Job Satisfaction

Job satisfaction has been extensively researched, it is a multifaceted construct that is among the most widely investigated variables in organizational psychology and management literature. Its influence on various organizational outcomes has been examined for numerous years (Albalá-Genol et al., 2023). Spector (1997) stated that one of the most useful things that an employer can know about its workers is whether or not they are satisfied with their job. This knowledge can aid in the diagnosis of organizational problems, and it can be used as a criterion for assessing the effectiveness of organizational policies and practices (Tripathi & Siddhiqui, 2021). Job satisfaction is a complex concept, defined in various ways. Locke (1976) defined it as the extent to which people like or dislike their job and Locke explored the connection between physical and psychological needs, emphasizing the mind and body relationship in composite job satisfaction.

On the other hand, Cranny et al. (1992) defined job satisfaction as an employee's emotional response to their job, positive attitudes lead to satisfaction and negative attitudes lead to dissatisfaction. Cranny et al.'s definition, from 1992, centers on an employee's emotional response to the job, suggesting a broader perspective that includes

emotional aspects beyond mere liking and disliking. Although both definitions address aspects of job satisfaction, Cranny et al.'s definition encompasses a more comprehensive range of emotional response. Their definition is similar to Rozman at al. (2021) and other researchers such as Kar et al. (2023) who defined job satisfaction as a pleasant and positive emotional state that workers enjoy while developing their professional position.

Creating a positive influence in the workplace to foster job satisfaction is predicated upon several antecedents which encompass the implementation of initiatives and practices designed to enhance the wellbeing and fulfilment of employees (Geisler et al., 2019). Researchers suggested that enhancing job satisfaction within organizations can be achieved through the establishment of well designed, ergonomic and aesthetically pleasing workspaces (Nguyen, 2019), fostering a positive organizational culture (Geisler et al., 2019; Usman et al., 2023; Xiang et al., 2023) adopting effective leadership styles (Dababneh et al., 2022; Siswanto & Yuliana, 2022), creating employee recognition programs (Nguyen, 2019), skill development opportunities (Nguyen, 2019), and inclusive practices (Aeknarajindawat & Jermsittiparsert, 2020; Albalá-Genol, 2023). Furthermore, certain sociodemograhic variables are thought to be associated with job satisfaction (Bagheri Hossein Abadi, 2020; Maqbool et al. (2020; Xiang et al., 2023; Xiang et al., 2020).

Organizational culture significantly influences job satisfaction by shaping employees' sense of belonging and identity (Geisler et al., 2019). Cultures that promote employee recognition programs (Dang Huy Nguyen, 2019), skill development opportunities (Nguyen, 2019; Usman et al., 2023), inclusive practices (Aeknarajindawat

& Jermsittiparsert, 2020; Albalá-Genol, 2023),effective interpersonal relationships (Usman et al., 2023; Xiang et al., 2023), social support (Bagheri Hossein Abadi et al., 2020; Istichomah, et al., 2021; Zhou et al., 2023) and overall psycho social safety climate (Geisler et al., 2019) are associated with higher levels of job satisfaction. These cultures enable psychosocial contract fulfilment which Tripathi and Siddhiqui (2021) defined as unspoken set of employment relationship expectations which are different from the official and well-defined employment terms and conditions. Psychological contract plays a significant role to understand the relationship of employee- employer. In a quantitative study that Tripathi and Siddhiqui conducted in private universities among 50 employees, the results of the study proved that there is a positive and significant relationship between psychosocial contract and job satisfaction.

Leadership styles exert a profound impact on job satisfaction. Transformational leadership, characterized by inspirational and supportive behaviors, has been consistently linked to higher job satisfaction levels (Dababneh et al., 2022; Siswanto & Yuliana, 2022). This concurs with Bagheri Hossein Abadi (2020) who concluded that there is a significant relationship between job satisfaction and several dimensions of the job demand-control support (JDCS). JDCS includes psychological job demands, physical job demands, skill discretion, decision authority, and supervisor support. In a study conducted by Bagheri Hossein Abadai (2020), job satisfaction was shown to be inversely related to psychological demand and physical demand, and direct relationships were found between job satisfaction and skill discretion, decision authority, and supervisor support. In a similar study conducted by Usman et al. (2023) a significant relationship

was found between time pressure, opportunity to develop and job satisfaction among

nurses.

In another study a positive relationship was found between authentic leadership

and job satisfaction (Jang et al., 2023). Aei-Kyung et al. (2022) posited that information

sharing is the core of authentic leadership. On the other hand, Aboramadan, et al. (2021)

concluded that the association between servant leadership on job satisfaction is not

inherently autonomous. Instead, it intricately interacts with and is subject to influence

from the overarching context, notably encompassing elements such as work engagement.

Therefore, Aboramadan and his collaborators found that the relationship between servant

leadership and work engagement is fully mediated by job satisfaction.

Exploring the intricate interplay between sociodemographic variables and job

satisfaction is essential in understanding the multifaceted dynamics of job satisfaction.

Researchers found a nuanced connection between age and job satisfaction. Xiang et al.

(2020) proposed a link between job satisfaction and individuals aged 40 to 49 years

among medical staff in China while, Bagheri Hossein Abadi (2020) cross sectional study

of 730 Iranian nurses suggested a decline in job satisfaction with increasing age.

Conversely, Maqbool et al. (2020) discovered a positive correlation between age and job

satisfaction in a study involving 80 doctors. Additionally, Chen et al. (2022) found no

relationship between age and job satisfaction among rural Chinese doctors.

Despite ongoing workplace gender disparities, a study by Chen et al. (2022)

revealed no connection between gender and job satisfaction among rural Chinese doctors.

Conversely, researchers conducted another study in China and they found that women in

the medical field reported higher job satisfaction. (Xiang et al. 2023). Job satisfaction has been associated with educational attainment, as indicated by Xiang et al. (2023), who reported higher levels of job satisfaction with education beyond the undergraduate level. In contrast, Bagheri Hossein Abadi (2020) proposed an inverse relationship between higher education and job satisfaction among Iranian nurses. Notably, variables such as marital status had no significant correlation with job satisfaction (Chen et al., 2022).

The dynamic interaction among organizational culture, leadership styles and socio-demographic variables contribute to a holistic understanding of job satisfaction. For instance, a positive workplace culture may be reinforced by transformational leadership, creating a synergistic effect on employee satisfaction. Organizations aiming to enhance employee satisfaction should adopt a comprehensive approach that consider the interconnected nature of these factors.

The relationship between job satisfaction and work outcomes is a fundamental aspect of organizational psychology. Several researchers have consistently established a connection between job satisfaction and improved performance (Albala-Genol et al., 2023; Casu et al.,2021; Kar et al.,2023; Kosec et al., 2022; Liu et al., 2022; Tampubolon & Tambunan, 2022).Employees experiencing satisfaction are inclined to exhibit lower turnover intention (Edwards-Dandridge, 2020), increased engagement (Aboramadan et al., 2021), commitment (Aboramadan et al., 2021; Chatzopoulou et al., 2021), and overall life satisfaction (Kosec et al., 2022).

In a recent study conducted by Kosec et al. (2022) among 120 employees in 22 identified enterprises statistically significant positive correlations were found between

employee performance and job satisfaction. In another context, Liu et al. (2022) selected 1500 care providers across seven cities, a positive correlation was also found between job satisfaction and job performance. A satisfied employee plays a crucial role in the success of an organization (Kar et al., 2023). To bolster employee wellbeing, human resource managers and practitioners should introduce policies that contribute to satisfaction and success within the workplace (Casu et al., 2021; Kosec et al., 2022).

Job satisfaction and turnover intention are critical aspects of organizational dynamics. Turnover intention is defined as an employee's conscious and deliberate decision to leave an organization in the future (Steil et al., 2019). Both variables garnered extensive attention in research across diverse sectors. The exploration of these phenomena has transcended industry boundaries, delving into sectors such as hospital (Edwards-Dandridge, 2020), education (Otache & Inekwe, 2022), construction (Dondanwala et al., 2022) and manufacturing (Le et al., 2023). In a quantitative study by Edwards-Dandridge (2020) which involved 155 full-time registered nurses with two or more years of experience, job satisfaction emerged as a significant factor predicting turnover intention. This finding is similar to research done in other contexts (Dondanwala 2022; Le et al., 2023; Otache & Inekwe, 2022). Although, I Dewa Agung Gde Fanji Pradiptha et al. (2023) established a link between job satisfaction and turnover intention, the relationship was moderate. Understanding the relationship between job satisfaction and turnover intention has become instrumental in shaping strategies for employee retention and fostering positive workplace environments (Edwards-Dandridge et al., 2020).

Job satisfaction is closely related to organization commitment. Chatzopoulou et al. (2021), conducted a field study of 191 full time employees across a wide range of hierarchical levels and tenure and job satisfaction was found to fully mediate the impact of corporate social responsibility and behavioural commitment, job satisfaction also, partially mediated attitudinal commitment. In similar studies job satisfaction showed significant positive effect on organizational commitment (Han Sujeong, 2022; Prasetyo et al., 2022; Shahriari et al., 2023; Shin & Kwon, 2023). In the context of work, leaders should consider job satisfaction as a crucial factor in boosting employees' commitment to an organization, employing the principles of social exchange theory (Chatzopoulou et al., 2021).

The outcomes of job satisfaction are diverse and impact various facets of organizational functioning. Recognizing and promoting job satisfaction can lead to a more positive workplace environment, increased employee well-being and improved overall organizational performance. As organizations continue to navigate the complexities of the modern workforce, understanding the nuanced relationships between job satisfaction and its outcomes remains crucial for long term success.

Herzberg et al. (1959) proposed a theory (Hertzberg's motivation-hygiene theory or the two-factor theory) to elucidate job satisfaction. This theory is one of the most widely used in the literature to explain job satisfaction (Chen et al., 2022; Nguyen, 2019; Yalin Ucar, 2022). Hertzberg and his collaborators posited that certain factors, referred to as motivators and hygiene influence job satisfaction. Motivators such as advancement, the work itself, possibility for growth, responsibility, recognition, and achievement result

in job satisfaction. However, hygiene factors such as interpersonal relations, salary, company policies, supervision, and working conditions decrease job dissatisfaction. These are extrinsic to the job and function in the need to avoid unpleasantness. Essentially, Hertzberg's theory suggests that satisfaction and dissatisfaction in the workplace stem from distinct sets of factors exist on separate continua, each with its own set of factors (Nguyen, 2019).

Jang et al. (2023) suggested that academic researchers and managers show interest in job satisfaction from the perspectives that it is a consequence of organizational conditions such as social support, leadership, and task characteristics as well as a significant factor that predicts organizational outcomes such as commitment and turnover. The third perspective is that job satisfaction is concerned with employees' temperament that is influenced by traits of the individual.

Job Satisfaction and Trust

Job satisfaction and trust are integral components of organizational dynamics, playing pivotal roles in shaping employees' experiences and influencing productivity. Extensive research explored the intricate relationship between these two constructs, shedding light on their interconnectedness and impact on organizational success. In parallel, trust within the workplace is recognized as a crucial factor influencing organizational dynamics. Trust can be conceptualized in various dimensions: trust in leadership, trust in organization and trust in co-workers.

Trust as highlighted by Mayer et al. (1995), plays a pivotal role in interpersonal relationships within an organization. When employees perceive trust in their colleagues

and supervisors, job satisfaction tends to increase, creating a positive work environment (Dirks & Ferrin, 2002). Moreover, the organizational context heavily influences the interplay between job satisfaction and trust. Research by Silla et al. (2020) found that organizational climate, leadership styles, and communication quality significantly impact both variables. Silla et al.'s study is similar to studies conducted by other researchers who found a strong positive correlation between trust and job satisfaction (Gider & Top, 2019; Jones et al., 2023; Lambert et al., 2022). Leaders in organizations who foster an open and transparent culture often witness higher levels of trust and job satisfaction among employees (Eisenbeiss et al., 2019). The intricate relationship between job satisfaction and trust is crucial for understanding and enhancing workplace dynamics. Future research should delve deeper into the nuanced factors influencing these variables, considering the evolving nature of work and organizational structures.

Knowledge Sharing

The nexus among knowledge, knowledge management and knowledge sharing has been a focal point in scholarly discourse for numerous years. Researchers aim to understand the intricate relationships among them which underpin organizational success (Alam et al., 2022; Kim & Park, 2020; Liu et al., 2021; Rezaei et al., 2021; Yin et al., 2020; Wang et al., 2021; Zhang et al., 2022). At its core, knowledge represents a valuable asset for organizations (Nonaka &Takeuchi, 1995) because it serves as a primary catalyst for organizational effectiveness (Kim & Park, 2020; Liu et al., 2021). The appropriate use of knowledge provides a competitive advantage within a dynamic and volatile business environment (Rezaei et al., 2021; Yin et al., 2020; Zhang et al., 2022). Da Silva Miguez

and Naranjo Zolotov (2022) described knowledge as what individuals know or what they know how to do. Similarly, Davenport and Prusak (1998) stated that knowledge is known as a dynamic blend of experiences, values, information, and specific insights. Karl Wiig in 1986 was the first researcher to focus on the management of knowledge at the organizational level (Rezaei et al., 2021).

Knowledge management is a multifaceted field that encompasses the systematic processes or strategies employed by organizations to identify, create, explain, and distribute knowledge effectively for re-use (Werdiningsih et al., 2023). Knowledge management initiatives play a crucial role in enhancing team creativity (Liu et al., 2021), fostering a culture of continuous learning (Kim & Park, 2020), and positioning organizations for sustainable success (Enwereuzor et al., 2022; Obrenovic et al., 2020). Researchers concluded that knowledge management system is positively associated with organizational activities such as production, performance, innovation capabilities, and employee empowerment (Rezaei et al., 2021). Boamah and Miah (2023) proffered that leaders in organizations will be more willing and capable of making decisions when knowledge management systems are used successfully. However, the challenge in knowledge management arises when certain individuals who hold a significant amount of knowledge depart from their organizations which results in a loss of knowledge (Werdiningsih et al., 2023). It is crucial for organizational leaders to remain committed to knowledge sharing to prevent the depletion of valuable information (Huie et al., 2020).

Organizational scholars frequently emphasize the importance of incorporating knowledge sharing as a vital element of effective knowledge management (Enwereuzor,

2021; Sentika & Arrissaputra, 2022). Within the dimensions of knowledge management, the sharing of knowledge plays a pivotal role to organizations (Enwereuzor 2021; Rezaei et al., 2021).This practice provides a lasting competitive advantage and enhances organizational effectiveness and success (Obrenovic et al., 2020; Umar et al., 2023). Knowledge sharing is the conduit through which knowledge flows within an organization and it can help shorten an employee's learning curve through learning from others (Kim & Park, 2020; Liu et al., 2021). The transfer of knowledge improves team performance and creativity (Liu et al., 2021) ultimately enhancing innovation (Wang et al., 2021). Knowledge sharing, being a voluntary act , is a form of citizenship behavior (Umar et al., 2023) but it is worth noting that its implementation is easier said than done (Alam et al., 2022).

Knowledge sharing transcends organizational boundaries, enabling the dissemination of insights and expertise among individuals through team reflexivity (Wang et al., 2021). In a recent research technology was found to be a facilitator in enabling open and honest discussions about individuals' experiences, challenges, and successes (Muhammad et al., 2023).In extant literature scholars emphasize the social aspects of knowledge sharing, underscoring the role of leadership behaviors (Kim & park, 2020; Qian et al., 2020; Yin et al., 2020), organizational climate (Liu et al., 2021; Kim & Park, 2020), psychological safety climate (Qian et al., 2020; Yin et al., 2020), organizational policies and practices (Abbasi et al., 2021; Rezaei et al., 2021) and collaboration (Nham et al., 2020) in fostering a conducive environment for the exchange of ideas.

According to the type of knowledge and the difficulty of expression, knowledge sharing can be divided into two dimensions: explicit knowledge sharing and tacit knowledge sharing (Nonaka, 1994). Explicit knowledge sharing involves the dissemination of organized knowledge and formal information that can be captured and conveyed among employees (Umar et al., 2023; Zhang et al., 2022). Polanyi (1958) introduced the concept of tacit knowledge, which can be defined as an individual's affirmation and evaluation of truth or reality. It is shaped by personal criteria, context, and experiences, forming an interpretive framework (Van Houten, 2023). Other researchers characterized tacit knowledge sharing as the process of transferring intangible (Boamah & Miah, 2023; Da Silva Miguez & Naranjo-Zolotov, 2022), informal (Umar et al., 2023), personal (Boamah & Miah, 2023; Da Silva Miguez & Naranjo- Zolotov, 2022) individual know-how and experience from past actions, insights, and intuitions (Da Silva Miguez & Naranjo- Zolotov, 2022; Zhang et al., 2022). These provide important task related knowledge to another employee of the same organization to assist in task completion (Enwereuzor, 2021; Mohammed & Kamalanabhan, 2022).

Mohammed and Kamalanabhan (2022) stated that tacit knowledge sharing encompasses two dimensions: knowledge contribution and knowledge seeking. Knowledge contribution is the process of making one's knowledge easily accessible to other coworkers and knowledge seeking is the process of collecting knowledge from coworkers. However, Mahmood et al. (2020b) suggested that the perceived value of knowledge influences the intention to share tacit knowledge and professionals are interested in knowledge and advice only if they believe that they can benefit from it (Van

Houten, 2023). Da Silva Miguez and Naranjo-Zolotov (2022) suggested that tacit knowledge can only be acquired through individual processes such as learning, reflection, and experience. This can be shown when individuals express themselves in presentations, phone calls, or collaborate with peers on projects, mentoring and training. Also, tacit knowledge can be shared to some extent using reflection and stories (Van Houten, 2023).

Nonaka and Takeuchi (1995) developed a model that is used to explain the creation and transfer of tacit knowledge within organizations. This cognitive model comprises four modes of knowledge conversion they are, socialization, externalization, combination, and internalization (SECI). Socialization involves the sharing of tacit knowledge through direct interactions and experiences among individuals. Externalization is the process of articulating tacit knowledge into explicit forms, such as documents and diagrams. This mode focuses on transforming personal insights into understandable and communicable formats, enabling wider dissemination. Combination involves the integration of explicit knowledge from various sources to create new, synthesized knowledge. This phase emphasizes the role of organizational structures and systems in combining diverse pieces of information. Finally, internalization is the conversion of explicit knowledge into tacit knowledge through personal experience and practice.

Despite its widespread recognition, some studies critiqued the SECI model for potential oversimplification and the assumption of a linear knowledge conversion process (Da Silva Miguez & Naranjo- Zolotov, 2022). Gubbins and Dooley (2021) identified 4i framework (Crossan et al., 1999) as a model to explain how to enable tacit knowledge

sharing, which is a dynamic process that occurs at multiple levels and is in constant motion. Gubbins and Dooley suggested that there are phases prior to tacit knowledge sharing, individuals engage in seeking knowledge, which involves deciding to and initiating social interactions to acquire necessary information. Intuiting, interpreting, integrating, and institutionalizing are the four tenets of the 4i framework. These elements are essential for facilitating the transfer of tacit knowledge among individuals. In the intuiting phase individuals employ their sensory faculties to instinctively discern possible learning opportunities from their surroundings, whether within or outside the organizational context. This instinctive perception typically operates at a subconscious level and it is greatly shaped by the individuals' past experiences and acquired knowledge.

According to 4i framework (Crossan et al., 1999) after individuals intuit potential learning from their environment, they need to consciously interpret their findings. While the intuitive and interpretative aspects of the framework operate at the individual level, integration occurs at the intersection of individual cognition and the collective sense-making within the group. Successful integration, if it permeates a significant portion of the organization, leads to institutionalization. This involves establishing formal structures, routines, policies, and diagnostics to officially adopt and implement the learning derived from the preceding phases of the model. However, Da Silva Miguez and Naranjo- Zolotov (2022) posited that SECI model remains a cornerstone in the study of knowledge management, providing valuable insights into how organizations can effectively create, share, and utilize knowledge for sustained innovation and competitive

advantage.

Antecedents of Tacit Knowledge Sharing

Several researchers examined the advantages of sharing knowledge among employees and investigated the potential costs for those who share, exploring a plethora of factors that promote employees' tacit knowledge sharing. Factors such as high shared responsibility (Nguyen, 2021), trust (Umar et al., 2023), interpersonal relationships (Enwereuzor et al., 2022; Gupta et al., 2021; Muhammad et al., 2023; Rezaei et al., 2021; Umar et al., 2023), culture (Castaneda & Ramírez, 2022; Mohammed & Kamalanabhan, 2022; Umar et al.,2023), workplace dignity (Iqbal et al.,2023), respectful engagement (Enwereuzor et al., 2022; Gupta et al., 2021) organizational identity (Iqbal et al., 2023; Zhang et al., 2022), workplace belongingness (Enwereuzor, 2021), personality traits (Obrenovic et al., 2020; Werdiningsih et al., 2023; Zhang et al., 2022), organizational justice (Ju & Ning et al., 2022), diversity climate (Enwereuzor, 2021; Kim & Park, 2020), and leadership (Berraies et al., 2021) are found to be positively associated with tacit knowledge sharing.

In a quantitative study by Nguyen (2021) among senior auditors in Vietnam, when team members perceive high shared responsibility, affective bonding was crucial for the exchange of tacit knowledge. The researcher employed social commitment theory to understand how joint activities foster a sense of responsibility, emphasizing the role of interpersonal relationships in facilitating high shared responsibility. The Nguyen (2021) study aligns with Umar et al. (2023) who investigated tacit knowledge sharing among Pakistani academicians. Umar et al., found that trust and social networks emerged as

significant predictors of tacit knowledge sharing. Enwereuzor et al. (2022) suggested that employees are more likely to share their tacit knowledge to the extent that they have the chance of getting to know, communicate, and work collectively with coworkers and the extent they have trust and confidence in their co-workers. Organizations should cultivate a culture of knowledge sharing by implementing supportive organizational systems (Castaneda & Ramírez, 2022; Nguyen, 2021; Umar et al., 2023; Wederiningsih et al., 2023) such as a cordial atmosphere that provides sufficient time and space for informal interaction of employees (Mohammed & Kamalanabhan, 2022) because the exchange of tacit knowledge is made easier through socialization, which drives innovation (Ganguly et al., 2019; Wang et al., 2021) by encouraging creativity (Liu et al., 2021; Muhammad et al., 2023), learning, and ability to collaborate and solve problems in research and development in organizations (Muhammad et al., 2023).

Iqbal et al. (2023) conducted a study in which they examined the relationship between workplace dignity and employees' tacit knowledge sharing. Iqbal et al.'s conceptualization of workplace dignity involves respectful engagement, recognition of competence and contribution, equality, inherent value, and general feelings of workplace dignity. The researchers concluded that workplace dignity has a direct and positive correlation with   tacit knowledge sharing. Additionally, psychological safety and organizational identification were identified as mediating factors in this relationship. Enwereuzor et al. (2022) and Gupta et al. (2021) posited, much like Iqbal et al.'s study , that engaging respectfully is an essential prerequisite for the sharing of tacit knowledge. The findings from the mentioned studies emphasize the significance of implementing

initiatives that encourage positive workplace relationships, marked by respect, to enhance the sharing of tacit knowledge.

In another study, Zang et al. (2022) surveyed 298 employees from Chinese listed companies. Zang et al., investigated the influence of cooperative and competitive personalities on tacit knowledge sharing, the mediating role of organizational identification, and the moderating role of perceived organizational support. Based on the results of the study   organizational identification plays a mediating role between cooperative personality and tacit knowledge sharing, while an inverted U-shaped relationship was found between competitive personality and tacit knowledge sharing. Similarly, Obrenovic et al. (2020) and Werdiningsih et al. (2023) found a positive correlation between altruistic behavior and employees' willingness to share tacit knowledge. Organizational leaders can facilitate altruistic tendencies by promoting open and frequent discussions (Werdiningsih et al., 2023) and avoid interference in the natural inclination of cooperative individuals to share their tacit knowledge willingly (Zhang et al., 2022) which will lead to a collaborative and knowledge sharing environment within organizations.

Ganguly et al. (2019) examined the concept of motivation to share tacit knowledge by studying how knowledge reciprocity, relational social capital, cognitive social capital and structural social capital relate to sharing tacit knowledge. Positive correlations were found between knowledge reciprocity, relational social capital, cognitive social capital, and tacit knowledge sharing. However, structural social capital did not have a significant effect on tacit knowledge sharing. Ganguly et al., suggested

that tacit knowledge sharing could be encouraged by improving cognition in employees and for leaders to have a better understanding of the influence of relational factors on the motivation of employees to share their tacit knowledge.

The exploration of organizational justice by Gupta et al. (2021) and Ju and Ning (2022) align with the examination of equality in workplace dignity conducted by Iqbal et al. (2023). Ju and Ning (2022) examined how clients integrated distributive justice, procedural justice, and interactional justice to motivate tacit knowledge sharing in inter-organizational architectural, and engineering design projects. Ju and Ning concluded that sharing tacit knowledge is driven by the overall level of interorganizational justice. Similarly, Gupta et al. (2021) concluded that interactional justice is positively related to the willingness to share tacit knowledge.

Enwereuzor et al. (2021) conducted a study among 495 employees to examine the relationship between diversity climate and tacit knowledge sharing and the mediating role of workplace belongingness. There was a positive connection between diversity climate and workplace belongingness, as well as a positive correlation between workplace belongingness and tacit knowledge sharing. Furthermore, workplace belongingness served as a mediator in the association between diversity climate and tacit knowledge sharing. The findings of the study underscore the importance for organizations to promote fair human resources practices, which involve the implementation of inclusive policies to ensure fair treatment and facilitate the sharing of tacit knowledge (Enwereuzor et al., 2021; Gupta et al., 2021).

In summary, in the extant literature, several researchers emphasized the

importance of fostering a positive climate for tacit knowledge transfer (Umar et al.,

2023). The findings show that affective bonding (Nguyen, 2021) and interpersonal

relationships play significant roles (Enwereuzor et al., 2022; Gupta et al., 2021;

Muhammad et al., 2023; Rezaei et al., 2021; Umar et al., 2023). Trust and social

networks emerged as key predictors of tacit knowledge sharing and workplace dignity,

respectful engagement, and diversity climate were also identified as crucial for promoting

transfer of tacit knowledge. Furthermore, researchers underscored the role of

organizational justice, particularly interactional justice in motivating employees to share

their insights (Ju & Ning, 2022; Gupta et al., 2021). By addressing these elements

comprehensively, leaders in organizations can cultivate a culture of collaboration and

innovation to enhance their capacity for effective tacit knowledge sharing.

Tacit Knowledge Sharing and Trust

Trust plays a pivotal role in facilitating the sharing of tacit knowledge among

individuals (Ali et al., 2022; Biranvand et al., 2021; Capestro et al; 2024; Gubbins &

Dooley, 2021; Kucharska & Bedford, 2023; Le & Nguyen, 2023; Lužar & Zoran, 2020;

Mihardjo et al., 2019; Mtsweni & Gorejena, 2023; Santos et al., 2023; Sarvestani et al.,

2022; Sharif et al., 2022; Umar et al., 2023; Hirose, 2022). According to social exchange

theory (Blau, 1964), individuals engage in reciprocal relationships where trust develops

as a result of perceived fairness and mutual benefit (Le & Nguyen, 2023). Individuals are

more likely to share their tacit knowledge when they trust that others will reciprocate

with valuable insights and support (Ali et al., 2022).

The relationship between trust and tacit knowledge sharing is nuanced, however,

recent researchers suggested that various aspects of trust affect the sharing of tacit

knowledge in distinct ways (Biranvand et al., 2021; Capestro et al., 2024; Gubbins &

Dooley, 2021; Sarvestani et al., 2022). Biranvand et al. (2021) investigated the effect of

calculus-based trust, knowledge- based trust, and identity-based trust on tacit knowledge

sharing. Based on the findings of the study, all three dimensions of trust had a significant

effect on the transfer of tacit knowledge however, identity-based trust had the strongest

effect. Biranvand et al.'s study concurs with Sarvestani et al. (2022) who investigated the

effect of the dimensions of organizational trust on tacit knowledge sharing by the

willingness of employees to share and to use tacit knowledge.

Capestro et al. (2024) explored the association between cognitive and affective

trust and the sharing of tacit knowledge. The researchers concluded that cognitive trust,

rather than affective trust, impacts both technological and organizational factors through

the sharing of tacit knowledge. Gubbins and Dooley (2021) suggested that the decision to

seek knowledge is strongly influenced by trust in the source. Specifically, ability-based

trust is crucial in the initial decision-making process, while benevolence-based trust

becomes significant when knowledge seekers contemplate seeking information from

sources beyond their social group. Gubbins and Dooley (2021) aligns with the idea of

Capestro et al., that cognitive trust, rather than affective trust, plays a pivotal role in

sharing tacit knowledge in the context of organizational factors. It is noteworthy that

cognitive trust shares similarities with ability-based trust, and affective trust resembles

benevolence-based trust. Building strong interpersonal relationships and social networks

is essential for fostering trust and facilitating tacit knowledge sharing (Biranvand et al.,

2021; Sarvestani et al., 2022). Leaders in organizations can encourage tacit knowledge sharing among individuals through the application of agile methods such as collaboration and effective communication (Santos et al., 2023).

The culture within an organization plays a critical role in shaping trust between individuals and how they share tacit knowledge (Nonaka & Takeuchi, 1995). People will not exchange tacit knowledge with others who have different cultures without building trust (Hirose, 2022). In many cultures there is an emphasis on openness through regular discussions to facilitate tacit knowledge sharing (Werdiningsih et al., 2023) however, in other cultures individuals tend to avoid expressing their opinions clearly to maintain harmony and prevent conflict (Hirose, 2022). Based on the findings of Hirose for individuals to share tacit knowledge, they need a place where they feel safe to build trust on others' personalities rather than their abilities.

Kucharska and Bedford (2023) suggested that knowledge, learning, and collaborative (KLC) cultures support each other and together deliver to the organization the expected benefits of effective tacit knowledge sharing, for example organizational intelligence, which occurs in an environment of trust. Kucharska and Bedford's study aligns with other researchers who conclude that cordial atmosphere (Mohammed & Kamalanabhan, 2022), strategic clarity, training (Castaneda & Ramírez, 2022) and, support (Castaneda & Ramírez, 2022; Umar et al., 2023) foster an environment conducive to trust- building and tacit knowledge sharing. It is recommended that leaders strive to create organizational cultures that foster trust among employees, leading to knowledge exchange and the creation of new knowledge (Lužar & Zoran, 2020). The

process of creativity begins when team members share knowledge through coordination (Mihardjo et al., 2019).

Leadership behavior significantly influences trust levels and tacit knowledge sharing behaviors (Berraies et al., 2021; Le & Nguyen, 2023; Sharif et al., 2022). Berraies et al. (2021) conducted a study on the effect of distributive leadership on tacit knowledge sharing. In accordance with the results of the study, distributive leadership creates an atmosphere of trust and fosters tacit knowledge sharing, which boosts exploitative and exploratory innovations. In another study, Le and Nguyen (2023) posited that employees' trust in leadership positively mediate the relationship between ethical leadership and tacit knowledge sharing. Sharif et al. (2022) used an authentic leadership style to explore whether male or female leadership of private academic institutions highly influences tacit knowledge sharing among library teachers. Based on the findings of the study the role of trust under female leadership moderated the effect of tacit knowledge sharing. Therefore, team members had confidence in their female leader and felt secure in sharing their knowledge. Leaders in organizations should invest in leadership development initiatives that cultivate trust- building abilities among managers and practitioners to promote efficient sharing of tacit knowledge (Le & Nguyen, 2023).

In conclusion, trust plays a fundamental role in facilitating the sharing of tacit knowledge within organizations. Theoretical frameworks such as social exchange theory, provides valuable insights into the mechanisms underlying the relationship.

Tacit Knowledge Sharing and Job Satisfaction

Despite the extensive literature on knowledge sharing, recent articles which

specifically address the relationship between tacit knowledge sharing and job satisfaction appear to be scarce. A review of the current literature reveals a predominant focus on knowledge management or knowledge sharing and job satisfaction however, the association between knowledge sharing and job satisfaction exhibits variability. Knowledge sharing, characterized by the voluntary exchange of information and expertise among individuals within an organization, is widely believed to positively influence job satisfaction (Bilal et al., 2019; Fischer & Döring, 2022; Masadeh et al., 2019; Putra et al., 2020; Rafique et al., 2020; Zamir, 2019). On the other hand, Fadaie and Ghanbamejah (2023) found no significant relationship between knowledge transfer and job satisfaction. Fadaie and Ghanbamejah recommended that more research is needed to identify mediating variables and factors that could influence knowledge sharing and job satisfaction among individuals in health care.

In another study, conducted in Chinese multinational companies in Kazakhstan, among 322 respondents, Usmanova et al. (2021) found a positive link between knowledge sharing behaviors and job satisfaction with the moderating impact of motivating language of supervisors. The primary purpose of Usmanova et al.'s study was to understand the influence of knowledge sharing behaviors on job satisfaction, considering the moderating role of motivating language of supervisor.

Although, studies on knowledge sharing broadly encompass both explicit and tacit forms of knowledge exchange, the distinctiveness of tacit knowledge sharing and job satisfaction warrants further investigation. Therefore, there is a notable gap in recent research literature concerning the specific dynamics and outcomes associated with tacit

knowledge sharing practices and their effects on employees' job satisfaction. My research sets the stage for an exploration of the complex interplay between tacit knowledge sharing and job satisfaction, acknowledging the need for a comprehensive understanding of the underlying mechanisms at play.

Summary and Conclusions

Trust is a complex and multidimensional construct that encompasses various dimensions, including affective and cognitive forms (McAllister, 1995), as well as calculus, knowledge and identity- based components (Biranvand et al., 2021; Sarvestani et al., 2022). Affective trust refers to the emotional bond and reliance individuals feel toward each other, and cognitive trust is rooted in rational assessments of reliability and competence (Legwood et al., 2020). Additionally, trust can be influenced when individuals weigh the costs and benefits of trusting others (calculus-based trust), as well as knowledge-based factors, which are built on past experiences and information. Furthermore, identity-based trust involves trusting others on the premise of shared values, beliefs, or social identities (Sarvestani et al., 2022). The dimensions of trust are central to both social exchange theory (Blau, 1964), which posits that individuals engage in relationships based on perceived rewards and costs, and expectancy theory (Vroom,1964) which suggests that people's behaviors are motivated by their expectations of outcomes.

Affective trust particularly influences organizational citizenship behaviors, which indicates its importance in fostering positive workplace dynamics (Fischer et al., 2020). Trust in leaders is essential in impacting outcomes such as safety compliance (Enwereuzor et al., 2020), job satisfaction (Jones et al., 2023; Steadham & Skaar, 2019),

and performance (Baquero, 2023). Leadership styles such as transformational (Kusmayadi & Rugaiyah, 2019; Legwood et al., 2021; McCann et al., 2020; Saed & Saed, 2023) and authentic (Aei-Kyung, 2022; Baquero, 2023) positively correlate with trust. As a mediator trust facilitates positive outcomes such as engagement (Mubashar, 2022), commitment (Malla & Malla, 2023; Silva et al., 2023), and effective communication (Kouhsari & Chen, 2023; Quin & Men, 2022). Overall trust is a critical element in organizational dynamics shaping various aspects of workplace relationships and behaviors.

Job satisfaction, extensively studied in organizational psychology and management literature, is a multifaceted concept with significant implications for organizational outcomes (Albalá-Genol, et al., 2023). Definitions vary ranging from mere liking or disliking a job (Locke, 1976) to encompassing emotional responses (Cranny et al., 1992) and professional development (Kar et al., 2023; Rozman et al., 2021). Herzberg et al. (1959) motivation–hygiene theory distinguishes between factors that contribute to satisfaction (motivators) and those that prevent dissatisfaction (hygiene factors). Job satisfaction is influenced by organizational conditions such as social support (Bagheri Hossein Abadi et al., 2020; Istichomah, et al., 2021; Zhou et al., 2023), leadership (Dababneh et al., 2022; Siswanto & Yuliana, 2022), task characteristics, and individual temperament (Jang et al., 2023). Positive workplace cultures (Geisler et al., 2019; Usman et al., 2023; Xiang et al., 2023), effective leadership, and inclusive practices (Aeknarajindawat & Jermsittiparsert, 2020; Albalá-Genol, et al., 2023) are associated with higher levels of satisfaction. Although sociodemographic variables such as age,

gender, and educational level play a role in job satisfaction the findings vary (Bagheri Hossein Abadi, 2020; Chen et al., 2022; Xiang et al., 2023).

The nexus among knowledge, knowledge management, and knowledge sharing has been discussed in scholarly literature with researchers trying to unravel the intricate relationships that underpin organizational success (Alam et al., 2022; Kim & Park, 2020; Liu et al., 2021; Rezaei et al., 2021; Yin et al., 2020; Wang et al., 2021; Zhang et al., 2022). Knowledge is considered a valuable asset (Nonaka & Takeuchi, 1995), serving as a catalyst for organizational effectiveness and providing a competitive advantage in dynamic business environments (Kim & Park, 2020; Liu et al., 2021). Knowledge management involves systematic processes aimed at identifying, creating, explaining, and distributing knowledge effectively for reuse within organizations (Werdiningsih et al., 2023). Knowledge sharing is highlighted as a vital element of effective knowledge management, which enables the flow of insights and expertise among individuals within and beyond organizational boundaries (Enwereuzor, 2021; Sentika & Arrissaputra, 2022). There are two dimensions of knowledge sharing: explicit and tacit (Nonaka, 1994). Explicit knowledge can be codified and documented, making it more accessible (Umar et al., 2023; Zhang et al., 2022). Tacit knowledge is implicit, and difficult to codify (Umar et al., 2023; Zhang et al., 2022), is often shared through social exchange theory, where individuals weigh the benefits and costs of sharing (Obrenovic et al., 2020). In tacit knowledge sharing, individuals may be motivated to share their intuitions, experiences or insights with others if they anticipate that they will receive valuable information or assistance in return.

In the context of tacit knowledge sharing, individuals may be motivated to share their knowledge if they believe it will lead to positive outcomes, such as recognition, enhanced reputation, or future reciprocity from others. Thus, expectancy theory helps to explain the motivational factors driving tacit knowledge sharing, as individuals assess the likelihood of desired outcomes associated with sharing their insights or expertise. Various models, such as the SECI model (Nonaka & Takeuchi, 1995) and 4i framework (Crossan et al., 1999), provide insights into the creation and transfer of both explicit and tacit knowledge within organizations, although critiqued for its oversimplification the SECI model is the most widespread (Da Silva Miguez & Naranjo-Zolotov, 2022).

Trust, interpersonal relationships, organizational culture, leadership, and organizational justice are among the myriad of factors that influence tacit knowledge sharing. Trust emerges as a fundamental facilitator in distinct ways; strong interpersonal relationships, organizational justice, and a culture of openness are identified as essential strategies to cultivate trust in order to facilitate tacit knowledge sharing within organizations. Furthermore, although, there is a general belief that knowledge sharing positively influences job satisfaction, recent research specifically examining the relationship between tacit knowledge sharing and job satisfaction appears limited.

A deeper exploration is needed to understand the dynamics and outcomes associated with tacit knowledge sharing practices and their effects on employees' job satisfaction. To investigate the dynamics and outcomes of tacit knowledge sharing practices on job satisfaction I conducted a quantitative research design, using convenience sampling. Structured survey questionnaires which have sound psychometric

properties was used to gather data within the life insurance industry however, confidentiality and anonymity were maintained. Regression analysis was used to examine the relationships among trust, job satisfaction and tacit knowledge sharing while controlling for confounding variables.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to explore the mediating role of trust on tacit knowledge sharing and job satisfaction. This chapter includes a description of the research design and rationale, the population, sampling and sampling procedures. I outlined the procedures for recruitment and participation. I also explained the process of data collection, the instrumentation and operationalizing of constructs, potential threats to validity, and the ethical procedures followed throughout the study.

Research Design and Rationale

The variables of the study are tacit knowledge sharing (independent variable), trust (mediating variable), and job satisfaction (dependent or outcome variable).

Research Questions and Hypotheses

RQ1. What is the relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) in managers?

$H_0 1$. There is no statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive).

$H_a 1$. There is a statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive).

RQ2. What is the relationship between trust (overall, affective, and cognitive) and job satisfaction?

$H_0 2$. There is no statistically significant relationship between trust (overall, affective, and cognitive) and job satisfaction.

*H*a2. There is a statistically significant relationship between trust (overall, affective, and cognitive) and job satisfaction.

RQ3. What is the relationship between tacit knowledge sharing and job satisfaction?

*H*₀3. There is no statistically significant relationship between tacit knowledge sharing and job satisfaction.

*H*a3. There is a statistically significant relationship between tacit knowledge sharing and job satisfaction.

RQ4. What is the mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction?

*H*₀4. There is no statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

*H*a4. There is a statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

In this study, I employed a correlational cross-sectional design to determine the extent of the relationship among tacit knowledge sharing, trust, and job satisfaction. Figure 1 shows the relationship among the variables.

Figure 1

Relationship Among Variables
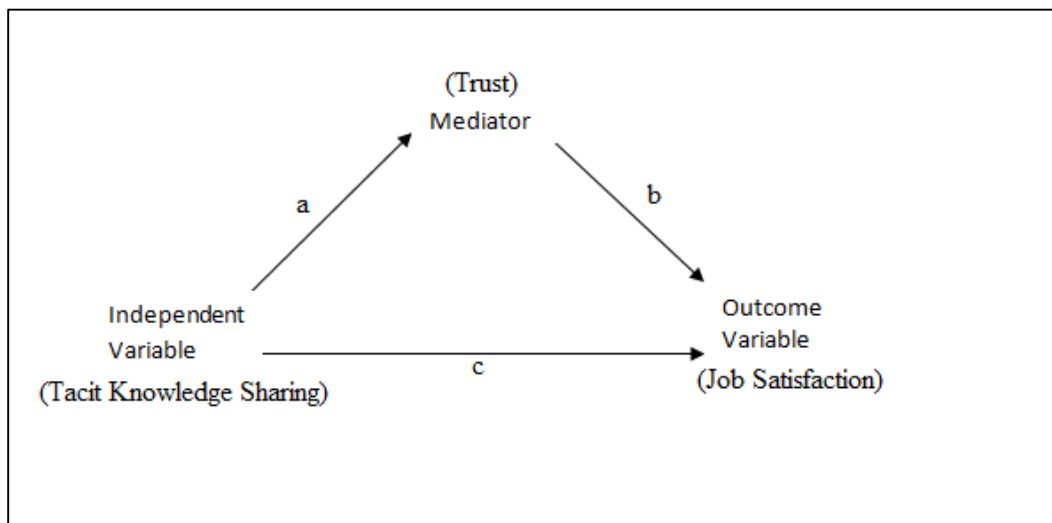
Correlational designs are generally less time- and resource-intensive compared to experimental designs. Nevertheless, they still demand labor-intensive tasks such as data collection, analysis, and interpretation, contingent upon the scope of the study. Employing surveys for data collection requires a moderate investment of both time and resources. Additionally, correlational designs are usually used to explore relationships between variables which make them suitable for addressing the research questions of the current study. Given the existing gap in research regarding tacit knowledge sharing and job satisfaction, I contributed to the nascent literature on knowledge sharing and will provide a nuanced understanding of organizational dynamics and employees' well-being.

Methodology

In this study, the population under investigation was employees from the life insurance industry. I used convenience sampling and selected participants who had direct

involvement in knowledge sharing within the life insurance industry. I recruited participants by reaching out to the HR manager through emails, detailing the purpose of the study, and explaining voluntary participation and anonymity. I collected data through online surveys, using validated instruments. I used demographic items to capture relevant information about participants' age, gender, job tenure, and educational attainment. Potential threats to validity, including selection bias, were addressed through careful design and analysis techniques. I adhered to institutional guidelines, ensuring participant anonymity throughout the study.

Population

The participants for the study included sales representatives of one of the life insurance companies in Jamaica. Within this selected organization, there are approximately 250 full-time and part-time sales representatives, falling within the age range of 20 to 70 years; 70% are females and 30% are males. I selected this organization based on convenience as well as the nature of their business operations.

In exploring the mediating role of trust on tacit knowledge sharing and job satisfaction within this population, it is essential to recognize the critical significance of tacit knowledge sharing in fostering competitive advantages for organizations within these sectors because they rely heavily on the expertise and skills of their employees. Sharing tacit knowledge plays a pivotal role in enhancing operational efficiency, problem-solving capabilities, and overall service quality. A minimum sample of 68 was required based on statistical power analysis however, I used a sample size of 89.

Sampling and Sampling Procedures

I used convenience sampling, which is a form of non-probabilistic sampling, to select participants based on availability or accessibility through personal networks. Furthermore, convenience sampling is cost effective, and data can be gathered in a short period of time. However, convenience sampling might be associated with a high chance of selection bias and the results might not be generalizable beyond the chosen sample.

The sampling frame was full-time sales representatives working in the life insurance industry, with at least 1 year tenure, who were directly involved in knowledge sharing processes. Employees who were not directly related to the service aspect of the selected industry were excluded; this ensured the focus remained on industry-specific knowledge sharing dynamics. I excluded part-time employees and those with less than 1 year tenure because they might not have sufficient exposure to the organizational culture, communication norms, and interpersonal relationships within the company. Therefore, their experiences with tacit knowledge sharing, trust, and job satisfaction might not have been representative of the broader workforce. Part-time employees and those with shorter tenures might also have lower levels of engagement and investment in the organization, which could have impacted their willingness or ability to share tacit knowledge and influence their job satisfaction differently compared to full-time or longer tenured employees. Furthermore, excluding part-time employees and those working in the organization for a short period of time resulted in a more homogenous sample, reducing variability in experiences and potentially making it easier to identify relationships between trust, tacit knowledge sharing, and job satisfaction.

In determining the appropriate sample size for the research, I used G-Power analysis (see Faul et al., 2009), adhering to a significance threshold of $\alpha = .05$, the probability of incorrectly concluding that a result was not due to chance should be 5% or less (Type 1 error). The power level was set to .80, aligning with the standard in social sciences to minimize the risk of making a Type11 error, which is incorrectly concluding that a result was due to chance. Recent investigations on tacit knowledge sharing by Usmanova et al. (2021) showed an effect size of .146, and Nguyen (2024) noted a similar effect size of .08. Both of these effect sizes, .146 and .08, fall within the range considered small within the framework of most statistical studies. Based on the effect sizes reported by Usmanova et al. and Nguyen, a power analysis conducted revealed that an effect size of .146 would require a minimum sample size of 70, whereas an effect size of .08 would require a minimum sample size of 124. In my study, I used a small effect size of .15, consistent with Usmanova et al. and Nguyen, requiring a minimum sample size of 68.

Procedure for Recruitment, Participation, and Data Collection

The recruitment process for participants in the life insurance industry was initiated by reaching out to the human resource manager via emails. A brief overview of the study, its purpose, and potential benefits were highlighted. Participants met the following criteria:

- Be employed in the life insurance industry as a sales representative.

- Have been in their current job for at least one year.

- Were full- time employees.

I emailed the HR manager of the organization where I conducted the research. I

provided an overview of the study, its objectives, and the expected time commitment.

Employees who expressed an interest in participating in the study based on the inclusion

criteria were emailed a web link in order to take the surveys.

Prior to providing the survey link, I explained the purpose of the study, answered

any questions that the participants might have regarding the study. I ensured that the

participants understood their rights and the voluntary nature of their participation. The

participants completed the survey on their device at a time convenient to them and data

were entered into SPSS for analysis. Data were analyzed to test the relationship among

trust, tacit knowledge sharing, and job satisfaction. A report was prepared to summarize

the findings of the study and presented to the participating organization.

Instrumentation and Operationalization of Constructs

Trust

To measure the construct of trust the McAllister (1995) trust scale was adapted.

McAllister's trust scale is a widely used measure to assess interpersonal trust in

organizational settings. Permission to use the measure is shown in Appendix A.

McAllister's trust scale is composed of 11 items, six assessing levels of cognition-based

trust, and five assessing affect-based trust; respondents indicated on a 5-point Likert scale

ranging from 1 (*strongly disagree*) to 5 (*strongly agree),* their agreement with various

statements about manager at work. Question 11 was omitted, hence respondents

answered 10 questions about trust. An example of an item is: "if I shared my problems

with my manager or my supervisor I know (s)he would respond constructively and

caringly." The scores for each item were averaged and higher scores indicated greater

trust generally or in affective or cognitive dimensions of trust.

McAllister's research explored the dynamics of interpersonal trust within managerial and professional relationships within organizational contexts. It involved assessing trust among 194 managers and professionals from diverse industries, including males and females, engaged in cross- functional partnerships with colleagues at work. Participants included individuals enrolled in or graduates of the Executive Masters of Business Administration program at a prominent university in Southern California. On average, respondents were 38 years old, with 57% having graduate training, 28% holding undergraduate degrees, and an average professional experience of 11.7 years.

Reliability and validity of the measure have been shown in prior research. Cronbach's alpha for the cognition- and affect- based trust measures are .91 and .89 respectively (McAllister, 1995). McAllister employed several validation approaches to support the validity of the measure. Confirmatory factor analysis conducted on all scales used in the study demonstrated normed comparative fit assessments exceeding .90, which is widely accepted as indicating a good fit (Niehoff & Moorman, 1993). However, the comparative fit index for the overall measurement model was slightly lower than .87. According to McAllister, this discrepancy is consistent with previous research, which indicates that as the number of latent variables included in a model increases, the ability to fit the model decreases. The analysis involved 11 distinct latent constructs therefore, achieving a model fit of .87 is reasonable. The excessive correlations among latent measures, for example, manager affliative citizenship behavior was acknowledged to some extent to be the result of obtaining measures from a single source. Discriminant

validity was assessed by constraining phi coefficients for pairs of constructs and conducting chi-square difference tests. Based on the results the measures are better understood as distinct rather than joined.

Similarly Le and Nguyen (2023) conducted a study that included 339 participants in 75 Vietnamese firms. The organizations were randomly selected from a list of 1000 service and manufacturing enterprises published by VietNamNet magazine in 2018. The target population for the study were team leaders or leaders of departments of administration, research and development, accounting operation, marketing and sales. The reliability for the measure was greater than .9. Le and Nguyen thoroughly investigated the construct validity of the study's measures, affective-based trust, cognitive-based trust, ethical leadership, and distributive justice, they were found to be strong and dependable. The correlations between affective-based trust and ethical leadership, .73, and between affective-based trust and distributive justice, .61, which indicate strong relationships between the constructs. Similarly, the correlations between cognitive-based trust and ethical leadership is .64, cognitive-based trust and distributive justice is .65, and cognitive –based trust and affective-based trust is .75, these suggest substantial associations among the variables in the research.

Factor loadings exceeding .6 indicate that the items measuring each construct reliably capture the underlying concepts they are intended to represent. Additionally, composite reliability values higher than .7 demonstrate the internal consistency of the measures, indicating that the items consistently measure the latent constructs they are designed to measure. Moreover, the average variance extracted (AVE) exceeding .5

suggests that a substantial proportion of the variance in the observed variables is

accounted for by the underlying constructs, further supporting the construct validity of

the measures. Additionally, the researchers have demonstrated good discriminant

validity. The square root of the AVE for each construct is greater than the inter-construct

correlations, indicating that each construct is more strongly related to its respective items

than to the items of other constructs. This suggests that the measures effectively

distinguish and capture unique aspects of the theoretical constructs they represent,

supporting the conclusion that the study's measures possess good discriminant validity.

Job Satisfaction

To measure job satisfaction, Minnesota satisfaction questionnaire short –form was

used (Weiss & Dawis, 1967). Permission to use measure was not necessary because it is

in the public domain as shown in appendix B. The job satisfaction measure is comprised

of 20 items. The items use a five point Likert response option ranging from 1 (very

dissatisfied) to 5 (very satisfied). The results were calculated by averaging the scores of

the 20 items. Higher scores indicated higher levels of job satisfaction. The measure has

been successfully used in prior research and the researchers reported strong reliability and

validity evidence (Huynh et al. (2024; Weiss & Dawis, 1967).

Weiss and Dawis (1967) administered the short form of the Minnesota

satisfaction questionnaire to a heterogenous group of 1460 employed men. Reliability

coefficients for each norm group and short-form scale was high, for the intrinsic

satisfaction scale, the coefficients ranged from .84 (for the two assembler groups) to .91

for engineers. For the extrinsic satisfaction scale, the coefficients varied from .77 (for

electronics assemblers) to .82 (for engineers and machinists). On the general satisfaction scale, the coefficients varied from .87 (for assemblers) to .92 (for engineers). Median reliability coefficients were .86 for intrinsic satisfaction, .80 for extrinsic satisfaction and .90 for general satisfaction. In a similar study, Huynh et al. (2024) conducted a descriptive cross-sectional study on 587 healthcare staff, using the Vietnamese translated version of Minnesota satisfaction questionnaire short-form scale. The model evaluated job satisfaction in three distinct groups using 14 questions of MSQ scale, internal consistency reliability, cronbach's alpha of .924 was reported. To prove further reliability of the measure, the consistency of the general satisfaction scale can be confirmed by examining the test-retest correlation data, which shows coefficients of .89 over a week and .70 over one year interval.

Validity evidence for the measure is provided by several studies. First, Weiss and Dawis (1967) showed validity in two sources: studies of occupational group differences and studies of the relationship between satisfaction and satisfactoriness, as specified by the theory of work adjustment. Differences in satisfaction scores among occupational groups were notable across all three scales: electronic assemblers tended to have the lowest satisfaction scores on both intrinsic and general satisfaction scales, and salesmen consistently had the highest scores. On the extrinsic satisfaction scale, assemblers were the least satisfied, followed closely by electronic assemblers, and salesmen remained the most satisfied. However, variability in satisfaction scores did not significantly differ among groups across any of the job satisfaction scales. Weiss and Dawis suggested that these findings mirror findings from earlier research on job satisfaction and are consistent

with outcomes observed using the long-form MSQ.

According to the theory of work adjustment, satisfaction and satisfactoriness are seen as separate but interacting variables. In this context, the lack of relationship between them supports the construct validity of the theory. With the highest correlation being -.13, it suggests a weak negative relationship between satisfaction and satisfactoriness, further indicating their independence within the framework of work adjustment theory. The correlation between general satisfaction and general satisfactoriness was -.11. Cross-correlations were also computed separately, with a maximum cross- correlation of -.22. Mean cross- correlation ranged from .04 for salesmen, to .15 for the clerks. Maximum canonical correlation coefficient was .12, indicating that about 15% of the total variance of the canonical variates was common variance. For the separate occupational groups, maximum canonical correlation coefficients ranged from .11 to .31. These data show that a maximum of no more than 10% of the variance was common between the two sets of canonical variates. These data indirectly support the validity of MSQ scales as a measure of satisfaction. Furthermore, correlations between intrinsic and extrinsic satisfaction scales ranged from .52 for salesmen to .68 for engineers, the total correlation was .60, showing convergent validity.

Huynh et al. (2024) used confirmatory factor analysis as evidence for construct validity. The 14 questions of the MSQ scale were analyzed and categorized into autonomy, obligation, and, specificity based on the participants' responses and they showed moderate correlations with each other, ranging from .21 to .26, convergent validity. The model demonstrated favorable fit indices: Confirmatory Factor analysis

(CFI) = .934, Tucker-Lewis Index (TLI) = .917, Goodness of Fit Index (GFI) = .919 and

Root Mean Square Approximation (RMSEA) = .093. A model is appropriate when CFI,

TLI, GFI ≥ .9, and RMSEA ≤ .08.

Tacit Knowledge Sharing

To measure tacit knowledge sharing the Lin (2007) TKS scale was used.

Permission to use measure is shown in Appendix C. TKS is comprised of 4 items, the

items use a five point Likert response option ranging from 1 (strongly disagree) to 5

(strongly agree). The results were calculated by averaging the scores of the 4 items,

higher scores indicated higher degrees of tacit knowledge sharing.

Reliability and validity of the measure were demonstrated in a study by Lin

(2007) using a sample of 318 MIS students at a well-known evening college in Taiwan.

The students were males and females who worked as MIS-related professionals in a

variety of industries during the daytime. The internal consistency of the measure was .89.

The factor structure was examined using confirmatory factor analysis and the results

indicated satisfactory model fit, with chi-square/df smaller than 3.0, RMR less than .05,

and CFI, NNI, GFI and AGFI greater than .9.

Convergent validity was assessed by examining the factor loadings of indicators

measuring TKS. All factor loadings were statistically significant demonstrating that the

indicators effectively measured their corresponding constructs. Discriminant validity was

evaluated by comparing the correlations between different constructs, co-worker

congruence, organizational commitment, received task interdependence, and participative

decision-making. The chi-square difference test was employed to assess discriminant

validity for each pair of constructs, the correlations between different constructs were relatively weak. Harman's one-factor test was conducted to check for common method variance. The results showed no evidence of a single factor dominating the covariation in the variables, suggesting minimal common method bias.

Lin's 2007 TKS was adapted from Bock and Kim (2002). Bock and Kim surveyed 467 employees in 75 departments of four large public organizations in Korea. Items to measure attitude toward knowledge sharing and behavioral intention were modified from the Fishbein and Ajzen's (1980) previous works to make them relevant to the knowledge-sharing context. The internal consistency of the measure was > .7. Content validity was achieved through reviews of the economic and social exchange theories, self-efficacy theory as well as previous research in current discipline and other disciplines. To test construct validity, items analysis and factor analysis with varimax rotation were performed. For convergent validity Bock and Kim evaluated the item to-total correlation, which is the relationship of each item to sum of the remaining items, the internal consistency for all measures were > .7.

In another study, Nguyen (2021) adapted Lin (2007) 4- item scale to measure tacit knowledge sharing among 263 senior male and female auditors in Vietnam, ages 25-40 years. The response choice was anchored on a 5 point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To evaluate the reliability of the measure exploratory factor analysis and Cronbach's alpha were determined. The internal consistency was >.7. Confirmatory factor analysis, AMOS24, was used to check convergent and discriminant validity. There was satisfactory factor loadings, ranging

from .64 to .88 with shared responsibility, .84 to .92 with normative conformity, .69 to

.79 with affective bonding. For discriminant validity, the maximum shared variance

(MSV) and average shared squared variance (ASV) values calculated were lower than the

AVE, confirming discriminant validity of the constructs. All correlations with other three

variables were < .80, which indicated no multi-collinearity.

Demographic Items

In addition to the measures noted, several demographic items were asked in order

to describe the sample. Respondents were asked to provide their age in years categorized

into specific groups, for example, 18-24, 25-34, 35-44, 45-54, 55-64, and 65 and over.

Participants identified their gender using the following categories, male, female, or prefer

not to answer. Respondents in the study were required to disclose their highest level of

educational attainment, selecting from options such as high school certificate, bachelor's

degree, or graduate degree. Additionally, they specified their tenure in their current role,

with choices including 1-3 years, 4-6 years, 7-9 years and 10 years or more.

Threats to Validity

In this study there were several threats to external and internal validity. Threats to

external validity included, population sampling bias because the sample might not

represent the broader population of service industry workers. Furthermore,

generalizability of results is another threat to external validity as findings might not relate

to other industries or contexts. The time of measurement was another threat because

external factors at the time of data collection could influence results. The use of self-

report scales to measure the variables of the study involved the possibility of the common

method bias for some of the results that were obtained. To address these threats, the use of random sampling techniques could be used to ensure a representative sample and include diverse service industries to enhance generalizability.

History, maturation, and testing were threats to internal validity. Events occurring during the study could influence results, changes in participants over time that were unrelated to the study, and participants' responses might have been influenced by prior exposure to the questionnaire. To mitigate threats, I ensured consistency in measurement tools and procedures throughout the study.

Ethical Procedures

Prior to data collection, ethical approval was obtained from the institutional review board (IRB). All relevant ethical guidelines were followed such as informed consent, anonymity, beneficence, and respect for participants' autonomy. I ensured that participants were fully informed about the purpose of the study, procedures, potential risks, and benefits before agreeing to participate. Participants' privacy is paramount as such I ensured that their responses and personal information were kept confidential, and there was anonymity to protect participants' identities. I maximized the benefits of the research while minimized any potential harm to participants. I ensured that the research contributes to the advancement of knowledge and or benefits society in some way. I respected participants' right to withdraw from the study at any time without penalty and I ensured that there was opportunity to ask questions and seek clarification about the research. Data was stored securely and used only for the research purpose.

Summary

This quantitative study explored the mediating role of trust on tacit knowledge sharing and job satisfaction. It employed a correlational design to explore the connections between these variables. The research focused on sales representatives within the life insurance industry in Jamaica. The choice of this sector stems from their reliance on employee expertise and skills, which make tacit knowledge sharing crucial for operational efficiency and service quality. Convenience sampling was utilized to select participants, primarily on availability and accessibility through personal networks. This approach is cost-effective and time-efficient but might introduce selection bias. I focused on full-time sales representatives with at least one year tenure.

A minimum sample size of 68 was determined using G-Power analysis, considering an effect size of .15. The recruitment process involved reaching out to the human resource manager to obtain approval to conduct research at the site, I approached eligible employees and emailed an invitation to participate in the survey at their convenience. A web link was provided at the end of the invitation. Data were collected over a period of 2 weeks. The collected data was collated and analyzed using SPSS to examine the relationships among trust, tacit knowledge sharing, and job satisfaction. To measure trust, the study adapted McAllister (1995) trust scale, which assessed both cognition-based and affect-based trust. Job satisfaction was measured using Minnesota satisfaction questionnaire, short-form, and tacit knowledge sharing was assessed using Lin (2007) TKS scale. These measures were chosen based on their reliability, validity, and relevance to the context of the study.

Several threats to validity were acknowledged, including sampling bias and generalizability, to address these threats random sampling techniques might be considered and efforts will be made to ensure consistency in measurement tools and procedures throughout the study. Ethical procedures were strictly followed, including obtaining IRB approval, ensuring informed consent, anonymity, and participants' autonomy. Data was stored securely and used only for research purposes with participants having the right to withdraw from the study at any time with no consequences. Overall, this research contributed to the understanding of knowledge management and organizational dynamics, with a focus on the crucial interplay between trust, tacit knowledge sharing, and job satisfaction.

Transitioning to Chapter 4, which focuses on data collection and results, the study moved from the theoretical and methodological groundwork laid out in the previous chapters to the practical implementation of these methodologies and the unveiling of empirical findings. In this chapter I will detail the process of data collection including a description of the time frame for data collection, any discrepancies in data collection from the plan presented in Chapter 3, a report on descriptive and demographic characteristics of the sample, a description of how representative the sample is of the population, evaluation of statistical assumptions as appropriate to the study and, a report on any additional statistical tests of hypotheses that emerged from the analysis of main hypotheses.

Chapter 4: Results

Purpose Statement

The purpose of this quantitative study was to explore the relationship between tacit knowledge sharing and job satisfaction with trust in managers as a mediator. I addressed a critical gap in understanding how the sharing of tacit knowledge influences overall job satisfaction in organizational settings. Previous research highlighted the importance of both tacit knowledge sharing and managerial trust, however, few studies investigated the interaction between tacit knowledge sharing and job satisfaction. The findings of the present research include practical recommendations for organizations to cultivate a culture of openness and trust that promote both knowledge transfer and employee well-being.

Research Questions and Hypotheses

I investigated four key research questions related to tacit knowledge sharing, trust in managers, and job satisfaction. The first focused on the relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) in managers. The second examined the relationship between trust (overall, affective, and cognitive) and job satisfaction. The third explored the direct relationship between trust (overall, affective, and cognitive) and job satisfaction. Finally, the study addressed the mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

In this chapter, I will present the findings of the data collected in this study. The chapter includes an analysis of the sample's representativeness, followed by a description of the data collection process. Additionally, I will provide an overview of the descriptive

statistics and an examination of the statistical assumptions which underlie the analysis.

This chapter also has the statistical analysis findings, organized according to the research

questions and hypotheses, to allow for clear and structured interpretation of the results.

Data Collection

Data were collected between the 15th of August, 2024 and the 29th of August,

2024. There was a 96% recruitment rate and a 92.71% response rate. There were no

discrepancies in data collection from the plan presented in Chapter 3. Table 1 shows the

descriptive and demographic characteristics of the sample. The age distribution showed a

predominance of respondents in the 45-54 and 55-64 age groups which together made up

approximately 54.5% of the sample. This suggests that the sample was skewed toward

more experienced sales representatives, which is proportional to the larger population.

There was a notable majority of female respondents in the sample (68.2%) which

is also proportional to the larger population. A significant proportion of the sample (50%)

were employed for 10 or more years which indicates that the group was highly

experienced. Most respondents had at least a bachelor's degree (44.3%), with a

significant percentage holding diplomas (26.1%) or other qualifications (17%).

Results

Data analysis was conducted using the SPSS 28 software. Table 1 is a depiction

of the summary statistics for the measures used in in the study. The table shows that

overall trust had a mean of 3.83, standard deviation of .74, and a range of 1.7 to 5. The

average level of trust among respondents was moderately high. The standard deviation

suggests some variability in trust levels, which is important for understanding the

mediating role of trust on tacit knowledge sharing and job satisfaction. Affective trust had

a mean of 3.74, standard deviation of .78, range of 2 to 5. Affective trust was slightly

lower than overall trust. Cognitive trust had a mean of 3.92, standard deviation of .80,

range of 1.4 to 5. Furthermore, cognitive trust was slightly higher than affective trust, this

suggests that respondents generally had a strong belief in the competence and reliability

of their managers.

Job satisfaction had a mean of 4.02, standard deviation of .49, and a range of 2.75

to 4.95, respondents reported a relatively high job satisfaction. The low standard

deviation indicates that responses were fairly consistent, which is helpful in analyzing

how trust and tacit knowledge sharing affect job satisfaction.

Tacit knowledge sharing had a mean of 4.12, standard deviation of .63, and range

of 1 to 5. The relatively high mean for tacit knowledge sharing suggests that respondents

were generally engaged in sharing their personal expertise and experience.

Table 1

Descriptive Statistics

Variable	Measures	Description
Age		
18-24	4 (4.5%)	Age of respondents measured ordinally from 1(18-24 years old) to 6 (65
25-34	12 (13.6%)	and older)
35-44	18 (20.5%)	
45-54	23 (26.1%)	
55-64	25 (28.4%)	
65 and older	6 (6.8%)	
Sex		
Male	28 (31.8%)	Sex of respondents measured as 1 = Male, 0= Female
Female	60 (68.2%)	
Job Tenure		
1-3 Years	20 (22.7%)	Length of time respondent has been employed. Measured ordinally from
4-6 Years	14 (15.9%)	1(1-3 years) to 4 (10+ years)
7-9 Years	10 (11.4%)	
10+ Years	44 (50%)	
Education		
High School Certificate	11 (12.5%)	Respondents' level of education, measured as 1=Bachelor's degree or
Diploma	23 (26.1%)	higher 0 = otherwise
Bachelor's Degree	30 (34.1%)	
Postgraduate Degree	9 (10.2%)	
Other	15 (17%)	
Main Variables		
Trust	3.83 (.74)	Respondents' level of Trust; min =1.7, max =5
Affective	3.74 (.78	Respondents' level of Affective Trust; min =2, max =5
Cognitive	3.92 (.80)	Respondents' level of Cognitive Trust; min =1.4, max =5
Job Satisfaction	4.02 (.49)	Respondents' level of Job Satisfaction; min = 2.75, max =4.95
Tacit Knowledge Sharing	4.12 (.63)	Respondents' level of Tacit Knowledge Sharing; min =1, max =5

Note. For main variables, mean scores are presented with standard deviation in parentheses. For all other variables, frequency is displayed with percentages in parentheses. Description column shows how variables are operationalized for inclusion in regression models.

Statistical Assumptions

Statistical assumptions are critical in ensuring the validity and reliability of the results in the analysis. Assumptions such as normality, homoscedasticity, linearity, and multicollinearity provide the foundation for applying regression analysis. Prior to examining the research questions, the assumptions for regression analysis were tested and

based on the findings all of the assumptions were met. This means that the conditions

necessary for conducting the regression analysis were satisfied.

Normality of Residuals

The data followed a normal distribution, no univariate outliers were identified.

Therefore, the differences between observed and predicted values in the regression model

were distributed in a way that aligned with a normal distribution. The residuals had no

individual data points that were unusually high or low, which further supported the

reliability of the analysis. These factors suggested that the statistical analysis is likely to

be valid, hence the assumption of normality was met, as shown in Figure 2.

Figure 2

P-P Plot of Normal Distribution

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Job Satisfaction
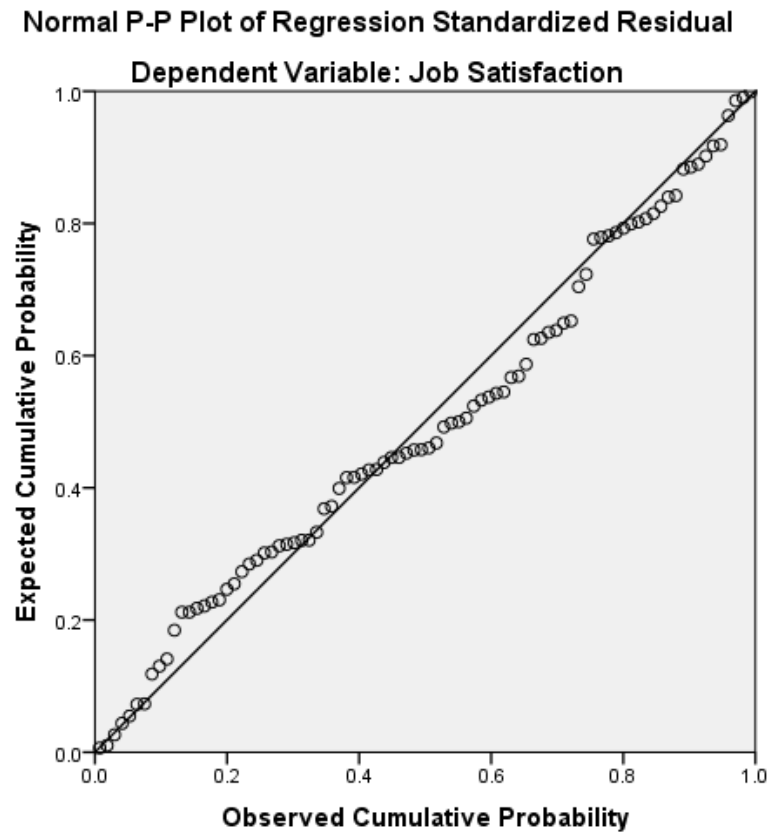
Homoscedasticity

Homoscedasticity refers to the assumption that the variance in errors or residuals is consistent across all levels of the independent variable in a regression model. It means that the spread of the residuals remains the same regardless of the predicted values. As shown in Figure 3, no obvious pattern existed and the data points were equally distributed in relation to the zero (0) lines of both axes. Subsequently, this assumption was confirmed through an examination of the scatterplot of the standardized residuals.

Figure 3

Scatterplot—Test of Homoscedasticity

Scatterplot
Dependent Variable: Job Satisfaction
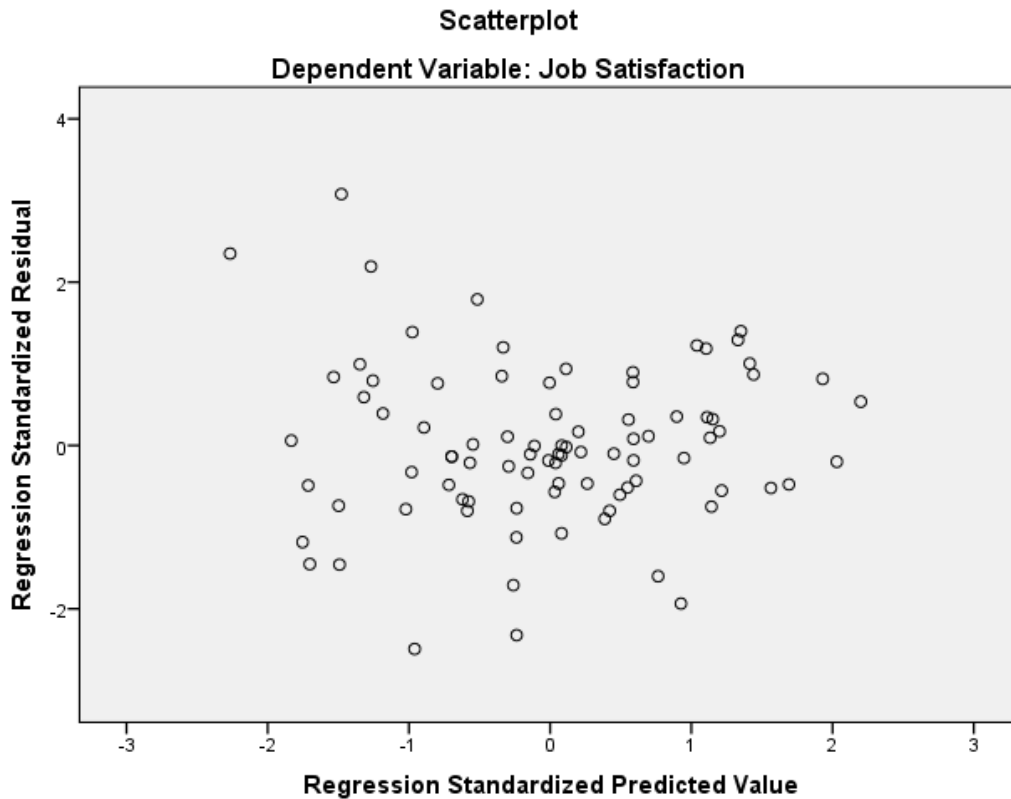
Linearity

Linearity is the assumption in regression analysis that there is a straight-line relationship between the independent variable and the dependent variable. As a result, changes in the independent variable correspond to proportional changes in the dependent variable. This assumption is crucial because many statistical methods, such as linear regression, are built on the idea that the relationship between variables can be represented by a straight line. Given that residuals were normally distributed and exhibited homoscedasticity, linearity holds, hence the linearity assumption was also met.

Multicollinearity

Multicollinearity occurs when two or more independent variables in a regression model are highly correlated with each other. This can pose a problem because it becomes difficult to determine the unique effect of each variable on the dependent variable. Two tests were applied to detect multicollinearity. First, the correlation matrix (See Table 2), which showed that none of the explanatory variables were highly correlated with each other, the correlation coefficients did not exceed .6. This indicated that there was no multicollinearity.

Table 2

Correlation Matrix

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) Trust	1						
(2) Job Satisfaction	.36**	1					
(3) Tacit Knowledge Sharing	.08	.33**	1				
(4) Gender	-.13	-.15	.03	1			
(5) Age	-.06	.11	.29**	.10	1		
(6) Job Tenure	-.08	.25*	.30**	.06	.58**	1	
(7) Education Level	-.01	.13	.19	-.02	.12	.21*	1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

The second test of multicollinearity was the Variance Inflation Factor (VIF). Table 3 shows that the Variance Inflation Factor (VIF) for each variable was below the acceptable threshold of 10 and even below the conservative threshold of 3. This confirmed that no multicollinearity existed among the variables.

Table 3

Summary of Multicollinearity Analysis

	Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
Age	-.03	.04	-.07	-.61	.543	-.11	.06	.64	1.56
Job Tenure	.09	.05	.24	2.03	.045	.00	.18	.62	1.61
Sex	-.12	.09	-.12	-1.25	.215	-.31	.07	.97	1.03
Education	.04	.09	.05	.46	.649	-.14	.23	.94	1.07
Tacit	.18	.08	.25	2.41	.018	.03	.34	.86	1.16
Trust	.21	.06	.33	3.43	.001	.08	.33	.97	1.04
(Constant)	2.32	.37		6.27	<.001	1.58	3.06		

Dependent Variable: Job satisfaction

Reliability Estimates for the Study Measures

Descriptive statistics and reliability estimates for the current study are presented in Table 4. There was excellent or good internal consistency for overall trust, job satisfaction, and cognitive trust with Cronbach's Alpha values greater than .90 or close to it. Furthermore, affective trust and tacit knowledge sharing had good internal consistency both being greater than .80. Intraclass Correlation Coefficient (ICC) and Split-Half reliability values are also summarized in Table 4, and they were high across all scales which reinforced the idea that the items consistently measured their respective constructs. According to George & Mallery (2009): $\alpha \geq 0.9$ excellent; $0.7 \leq \alpha < 0.9$ good; $0.6 \leq \alpha < 0.7$ acceptable; $0.5 \leq \alpha < 0.6$ poor; $\alpha < 0.5$ unacceptable.

Table 4

Reliability Analysis

Scale	Mean	SD	Alpha (α)	ICC	Split-Half
Overall Trust	3.83	.74	.92	.96	.87
Affective Trust	3.74	.78	.85	.86	.89
Cognitive Trust	3.92	.80	.88	.88	.80
Job Satisfaction	4.02	.49	.91	.91	.88
Tacit Knowledge Sharing	4.12	.63	.80	.80	.78

Major Findings

This section presents the major findings of the study. These findings are structured around the research questions that guided the investigation. Each result provides insights into the key variables and their relationships as explored in this study. This will allow a clearer interpretation of the data and implications for the broader research objectives.

Tables 5, 6, and 7 show the analyses of how trust (overall, affective, and cognitive) influenced tacit knowledge sharing and job satisfaction, with control variables, age, job tenure, gender, and educational level. The analyses comprised of three models: the direct effect of tacit knowledge sharing on job satisfaction (Model 1), tacit knowledge sharing on trust (Model 2) and trust on job satisfaction, while controlling for tacit knowledge sharing (Model 3).

RQ1. What is the relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) in managers?

$H_0 1$. There is no statistically significant relationship between tacit knowledge sharing

and trust (overall, affective, and cognitive).

H_a1. There is a statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive.

The coefficient of .141 ($p > 0.05$) in table 5 indicated that the relationship between tacit knowledge sharing and overall trust is not statistically significant. Similarly, in Tables 6 and 7 the relationship between tacit knowledge sharing and affective and cognitive trust respectively were not statistically significant, with coefficients of .122 ($p > .05$) and .160 ($p > .05$). Therefore, the null hypothesis was not rejected.

RQ2.What is the relationship between trust (overall, affective, and cognitive) and job satisfaction?

H_02.There is no statistically significant relationship between trust (overall, affective, and cognitive) and job satisfaction.

H_a2. There is a statistically significant relationship between trust (overall, affective, and cognitive) and job satisfaction.

Table 5 showed a coefficient of .211 ($p < .01$) for the relationship between overall trust and job satisfaction. The relationship was strong and positive, it suggested that higher levels of overall trust were associated with greater job satisfaction. Similarly, Table 6 showed a coefficient of .184 ($p < .01$) for affective trust and job satisfaction and Table 7 a coefficient of .191 ($p < .01$) for cognitive trust and job satisfaction. As a result, there was a statistically significant relationship between trust and job satisfaction, the null hypothesis was rejected.

RQ3. What is the relationship between tacit knowledge sharing and job satisfaction?

$H_0$3. There is no statistically significant relationship between tacit knowledge sharing and job satisfaction.

H_a3. There is a statistically significant relationship between tacit knowledge sharing and job satisfaction.

In Tables 5, 6, and 7 a coefficient of .213 ($p < .05$) indicated a significant positive relationship. This suggested that higher tacit knowledge sharing correlated with increased job satisfaction. Therefore, the null hypothesis was rejected.

RQ4. What is the mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction?

$H_0$4. There is no statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

H_a4. There is a statistically significant mediating effect of trust (overall, affective, and cognitive) on tacit knowledge sharing and job satisfaction.

The coefficients of .183 ($p < .05$), .191 ($p < .05$), and .182 ($p < .05$) remained significant, indicating that even when controlling for trust, tacit knowledge sharing positively influenced job satisfaction. Accordingly, there was no statistically significant mediating effect of overall, affective, and cognitive trust on tacit knowledge sharing and job satisfaction, the null hypothesis was not rejected.

Table 5

Panel A: Mediation Analysis—Overall Trust

	Model 1	Model 2	Model 3
	Job Satisfaction	Overall Trust	Job Satisfaction
Tacit Knowledge Sharing	.213**	.141	.183**
	(.080)	(.136)	(.076)
Age	-.030	-.017	-.026
	(.046)	(.077)	(.043)
Job Tenure	.082*	-.051	-.092**
	(.048)	(.081)	(.045)
Gender	-.162	-.193	-.121
	(.102)	(.173)	(.097)
Education Level	.040	-.012	.042
	(.099)	(.166)	(.093)
Trust			.211***
			(.061)
Constant	3.065***	3.532**	2.320***
	(.319)	(.538)	(.370)
R^2	.118	.025	.221
Obs.	89	89	89

***$p < 0.01$, **$p < 0.05$, *$p < 0.1$.

Table 6

Panel B: Mediation Analysis—Affective Trust

	Model 1	Model 2	Model 3
	Job Satisfaction	Affective Trust	Job Satisfaction
Tacit Knowledge Sharing	.213**	.122	.191**
	(.080)	(.142)	(.077)
Age	-.030	.052	-.039
	(.046)	(.081)	(.044)
Job Tenure	.082*	-.066	-.094**
	(.048)	(.085)	(.046)
Gender	-.162	-.268	-.113
	(.102)	(.181)	(.099)
Education Level	.040	.044	.032
	(.099)	(.174)	(.094)
Affective Trust			.184***
			(.059)
Constant	3.065***	3.296**	2.459***
	(.319)	(.564)	(.361)
R^2	.118	.016	.221
Obs.	89	89	89

***$p < 0.01$, **$p < 0.05$, *$p < 0.1$.

Table 7

Panel C: Mediation Analysis—Cognitive Trust

	Model 1	Model 2	Model 3
	Job Satisfaction	Cognitive Trust	Job Satisfaction
Tacit Knowledge Sharing	.213**	.160	.182**
	(.080)	(.146)	(.076)
Age	-.030	-.086	-.013
	(.046)	(.083)	(.043)
Job Tenure	.082*	-.035	.088**
	(.048)	(.087)	(.045)
Gender	-.162	-.118	-.139
	(.102)	(.186)	(.097)
Education Level	.040	-.067	.053
	(.099)	(.179)	(.099)
Cognitive Trust			.191***
			(.057)
Constant	3.065***	3.769**	2.343***
	(.319)	(.578)	(.371)
R^2	.118	.017	.215
Obs.	89	89	89

$***p < 0.01, **p < 0.05, * p< 0.1.$

Table 8 summarizes the indirect, direct, and total effects of trust (overall,

affective, and cognitive) on tacit knowledge sharing and job satisfaction. The results were

divided into three panels. Panel A focused on overall trust, Panel B on affective trust, and

Panel C on cognitive trust. Each panel provided key coefficients for Path A (the

relationship between tacit knowledge sharing and trust), Path B (the relationship between

trust and job satisfaction) and Path C' (the direct effect of tacit knowledge sharing on job

satisfaction). Additionally, the indirect effects (Path A x B) and total effects (Path C)

were reported for each form of trust. These coefficients and effects were presented

alongside standard errors to provide a comprehensive view of the relationships which

highlighted both significant and non-significant pathways. Control variables were not

included in these estimates.

Table 8

Indirect, Direct, and Total Effects

	Panel A Overall Trust	Panel B Affective Trust	Panel C Cognitive Trust
a_coefficient (Path A)	.098(.126)	.115(.131)	.080(.136)
b_coefficient (Path B)	.222***(.063)	.192***(.161)	.200***(.058)
Indirect Effect (Path AxB)	.022(.029)	.022(.026)	.016(.028)
Direct Effect (Path C')	.229***(.074)	.229***(.075)	.235***(.074)
Total Effect (Path C)	.251***(.078)	.251***(.078)	.251***(.078)

Note. Estimated specifications do not include control variables. Estimates are shown with standard errors in parentheses.

Panel A: Overall Trust

Path A, had a coefficient of .098 ($p = .126$), this suggested a positive but non-significant relationship between tacit knowledge sharing and overall trust. Path B, had a coefficient of .222 ($p = .063$). This indicated a significant and positive effect of overall trust on job satisfaction. Indirect effect (Path AxB), showed the mediation effect calculated as the product of Path A and Path B. This represented how much of the total effect explained by overall trust. The effect was .022 ($p = .029$), which suggested that the indirect effect was small and not statistically significant. Path C', which showed the effect of tacit knowledge sharing on job satisfaction, after accounting for overall trust, had a coefficient of .229 ($p = .074$). This showed a significant and positive effect. The total effect (Path C), showed the overall effect of tacit knowledge sharing on job satisfaction, without accounting for overall trust. The total effect was .251 ($p = .278$). This was also significant and positive which indicated a robust relationship between tacit knowledge sharing and job satisfaction.

Panel B: Affective Trust

Path A, had a coefficient of .115 ($p = 0.131$), this suggested a positive but non-significant relationship between tacit knowledge sharing and affective trust. Path B, had a coefficient of 0.192 ($p = 0.161$). This indicated a significant and positive effect of affective trust on job satisfaction. Indirect effect (Path AxB), was .022 ($p = .026$), which suggested that the indirect effect was small and not statistically significant. Path C', which showed the effect of tacit knowledge sharing on job satisfaction, after accounting for affective trust, had a coefficient of .229 ($p = .075$). This showed a significant and positive effect. The total effect (Path C), showed the overall effect of tacit knowledge sharing on job satisfaction, without accounting for affective trust. The total effect was .251 ($p = .078$). This was also significant and positive, which indicated a robust relationship between tacit knowledge sharing and job satisfaction.

Panel C: Cognitive Trust

Path A, had a coefficient of .080 ($p = .136$), this suggested a positive but non-significant relationship between tacit knowledge sharing and cognitive trust. Path B, had a coefficient of .200 ($p = .058$). This indicated a significant and positive effect of cognitive trust on job satisfaction. Indirect effect (Path AxB), showed the mediation effect calculated as the product of Path A and Path B. This represented how much of the total effect is explained by cognitive trust. The effect was .016 ($p = .028$), which suggested that the indirect effect was small and not statistically significant. Path C', which showed the effect of tacit knowledge sharing on job satisfaction, after accounting for cognitive trust, had a coefficient of .235 ($p = .074$). This showed a significant and

positive effect. The total effect (Path C), showed the overall effect of tacit knowledge sharing on job satisfaction, without accounting for cognitive trust. The total effect was .251 (p = .078). This was also, significant and positive which indicated a robust relationship between tacit knowledge sharing and job satisfaction.

Indirect effects across all three panels were small and non- significant, which suggested that mediation did not occur through the trust variables in a statistically meaningful way. The direct effects were consistently positive and statistically significant in all panels, which indicated that tacit knowledge sharing directly influenced job satisfaction even after accounting for the different types of trust. The total effects were also significant across all panels which suggested a strong overall relationship between tacit knowledge sharing and job satisfaction. Figures 4, 5, and 6 summarize the direct, indirect, and total effects of the relationships.

Figure 4

Summary of Direct, Indirect and Total Effects With Overall Trust
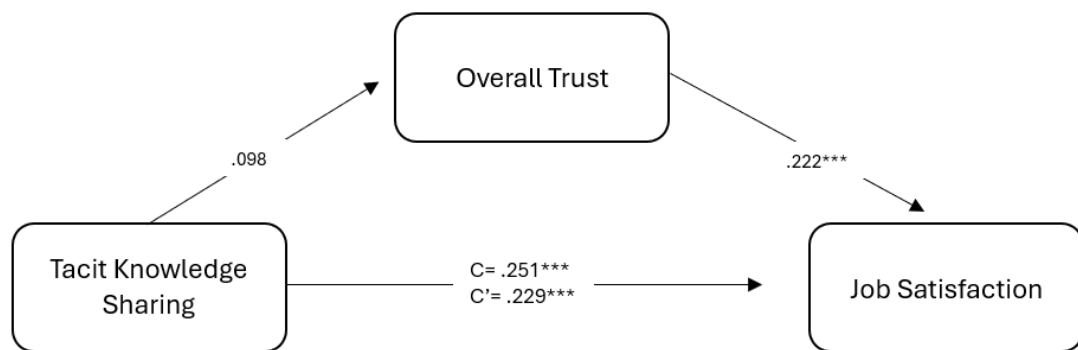
Note. C' = Direct effect. C = Total effect.

***$p < 0.01$, **$p < 0.05$, *$p < 0.1$.

Figure 5

Summary of Direct, Indirect and Total Effects With Affective Trust
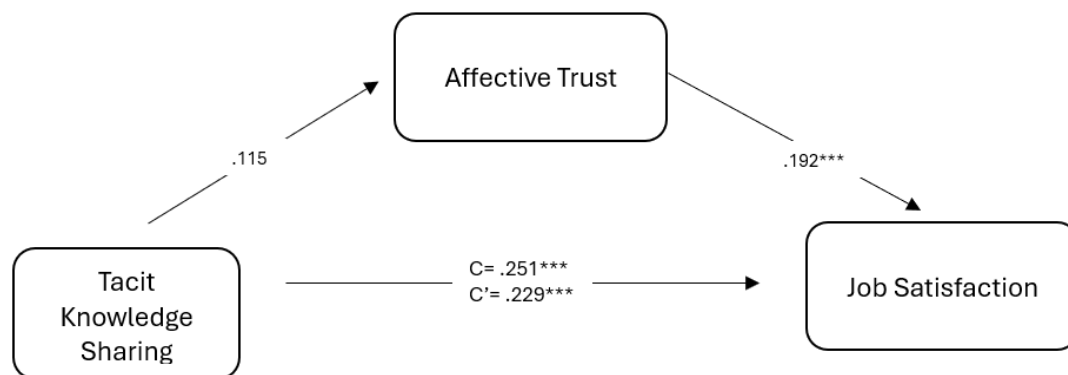
Note. C' = Direct effect. C= Total effect.

***$p < 0.01$, **$p < 0.05$, *$p < 0.1$.

Figure 6

Summary of Direct, Indirect and Total Effects With Cognitive Trust
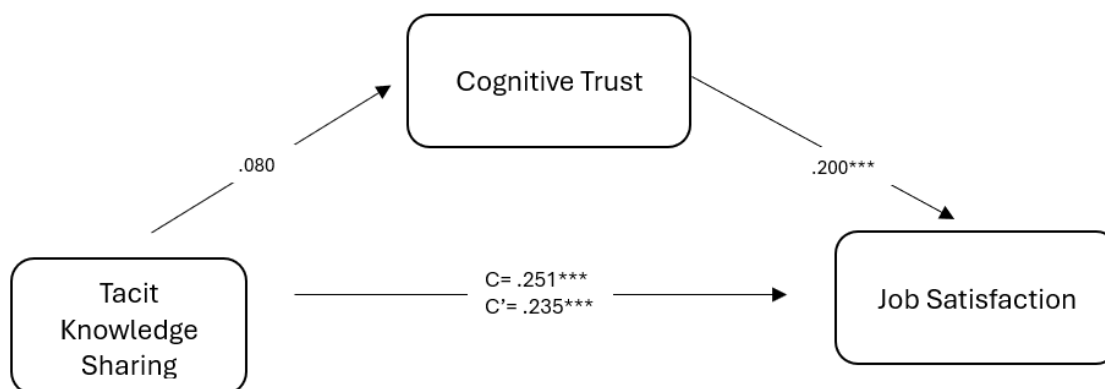
Note. ***p<0.01, **p<0.05, *p<0.1

C'- Direct Effect

C- Total Effect

Other Findings

Control variables such as age, gender, job tenure, and levels of education could help to account for potential confounding effects on the direct relationship between tacit knowledge sharing and job satisfaction. For example in the current study there was a difference in tacit knowledge sharing based on job tenure. Employees who have been with the organization longer were more willing to share tacit knowledge. An analysis of these control variables and tacit knowledge sharing will help to improve the robustness and clarity of the findings.

Tacit Knowledge Sharing Across Different Age Groups

Table 9 presents an analysis of variance of tacit knowledge sharing across different age groups. Based on the analysis there was no statistically significant difference ($F (5, 82) = 3.49, p < .05$) in tacit knowledge sharing across the different age groups. However, Figure 7 shows that the highest mean tacit knowledge sharing score was among the sales representatives who were 65 years and older.

Table 9

ANOVA—Difference in Tacit Knowledge Across Age Groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.14	5	1.23	3.49	.007
Within Groups	28.88	82	.35		

Figure 7

Tacit Knowledge Sharing Across Different Age Groups
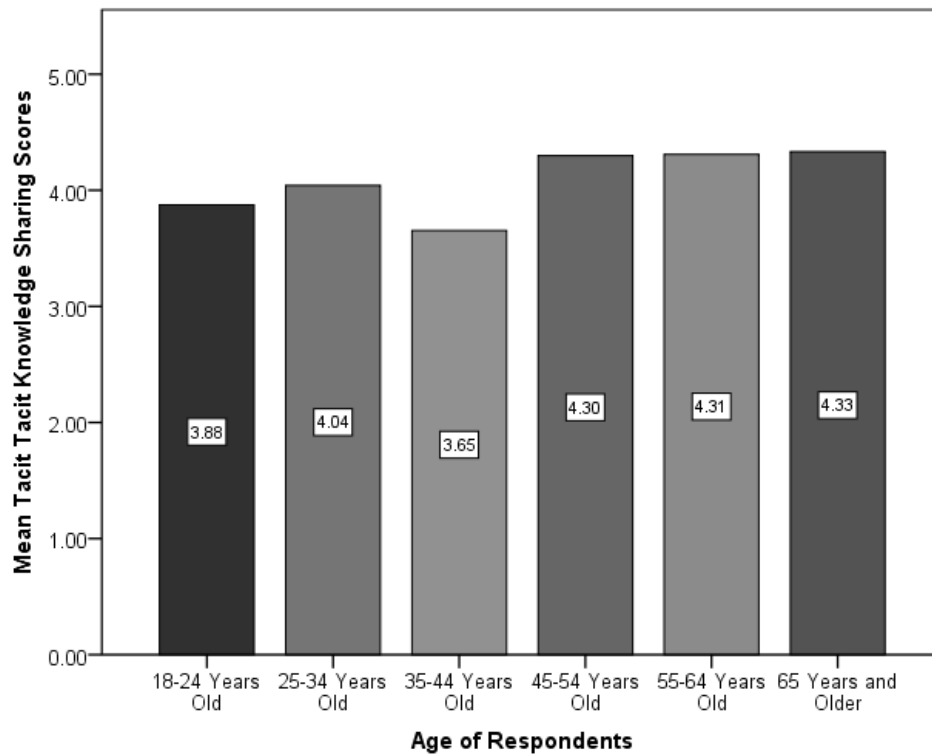
Tacit Knowledge Sharing Across Gender

Table 10 shows tacit knowledge sharing across gender. Based on ANOVA there was no statistically significant difference in tacit knowledge sharing between male and female, $(F(1, 86) = .07, p > .05)$. The F- value (.07) is also very small, which further suggested that the variance between male and female was not substantially different. Figure 8 also shows that there was no significant difference in the mean tacit knowledge sharing scores across gender.

Table 10

ANOVA—Difference in Tacit Knowledge Across Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.03	1	.03	.07	.799
Within Groups	35.00	86	.41		

Figure 8

Tacit Knowledge Sharing Across Gender
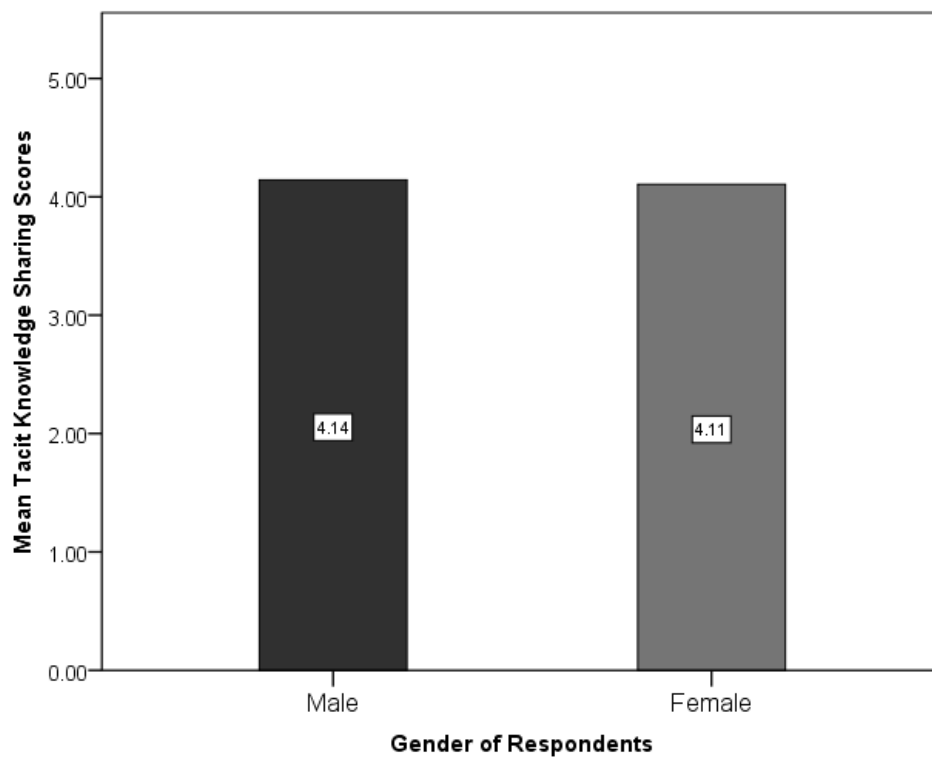
Tacit Knowledge Sharing Across Job Tenure

Table 11 shows the difference in tacit knowledge sharing across job tenure. The

ANOVA results indicated that there was a statistically significant difference in tacit

knowledge sharing across different job tenure groups, $(F(3, 84) = 3.01, p < .05)$.

Furthermore, Figure 9, shows that sales representatives with 10 and over years had the highest mean tacit knowledge sharing scores.

Table 11

ANOVA—Difference in Tacit Knowledge Across Job Tenure

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.40	3	1.13	3.01	.035
Within Groups	31.62	84	.38		

Figure 9

Tacit Knowledge Sharing Across Job Tenure
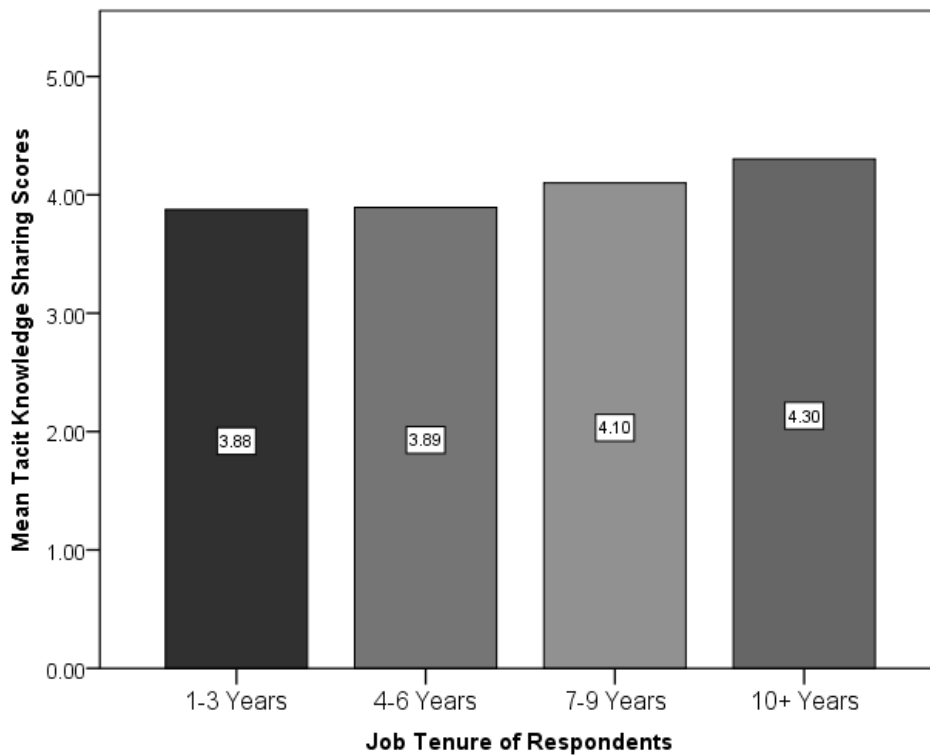
Tacit Knowledge Sharing Across Educational Level

Table 12 shows the ANOVA results, the difference in tacit knowledge sharing across levels of education. There was no statistically significant difference in tacit

knowledge sharing across different levels of education (F (4, 83) = 1.23, p > .05).

However, Figure 10 shows that sales representatives with Bachelor's Degree had the

highest mean tacit knowledge sharing score.

Table 12

ANOVA—Difference in Tacit Knowledge Across Levels of Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.98	4	.50	1.24	.299
Within Groups	33.04	83	.40		

Figure 10

Tacit Knowledge Sharing Across Levels of Education
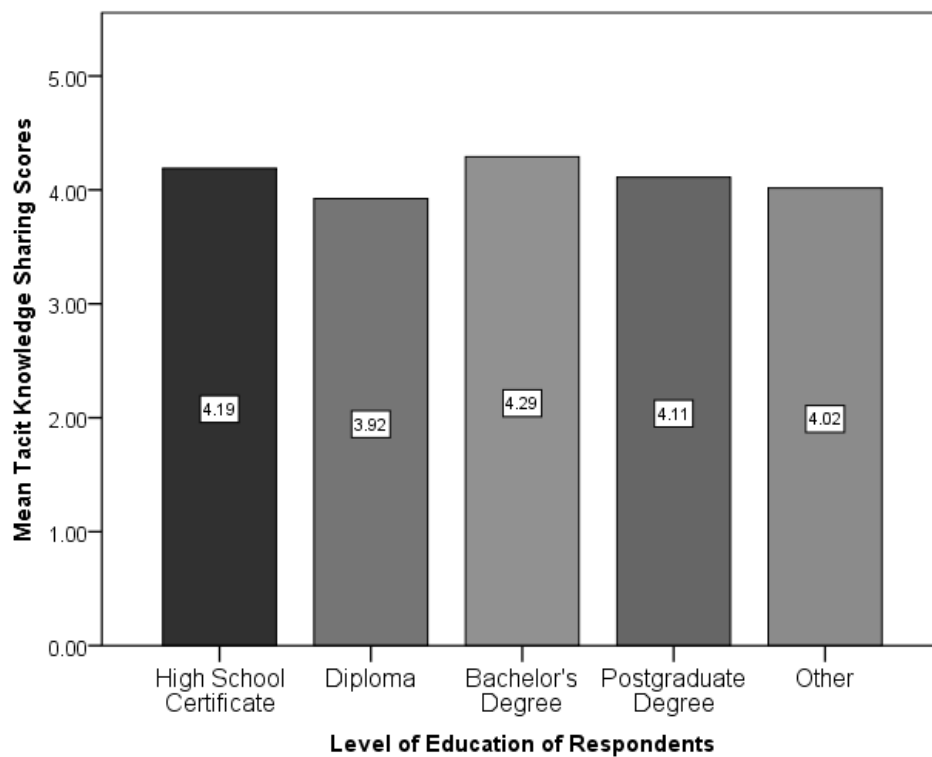
Summary

There were several key findings and statistical conclusions in the results section of this study. To test the four null hypotheses, the following research questions were addressed: What is the relationship between tacit knowledge sharing and trust (overall, affective, and cognitive)? Secondly, what is the relationship between trust and job satisfaction? Thirdly, what is the relationship between tacit knowledge sharing and job satisfaction? Finally, what is the mediating effect of trust on tacit knowledge sharing and job satisfaction?

All coefficients in the relationship between tacit knowledge sharing and trust were non-significant therefore, the null hypothesis which stated that, there is no statistically significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) was not rejected. Furthermore, trust measures (overall, affective, and cognitive) showed significant, positive relationships with job satisfaction, the null hypothesis which stated that there is no statistically significant relationship between trust (overall, affective, and cognitive) and job satisfaction was rejected. Tacit knowledge sharing significantly positively influenced job satisfaction across all models. The null hypothesis which stated that, there is no statistically significant relationship between tacit knowledge sharing and job satisfaction was rejected. Additionally, trust did not have a statistically significant mediating effect because the indirect effects were small and non-significant across all panels (overall, affective, and cognitive trust). The null hypothesis which stated that there is no statistically significant mediating effect of trust on tacit knowledge sharing and job satisfaction was not rejected.

In addition to the key findings that were previously mentioned, it was also noted that there was a statistically significant difference in tacit knowledge sharing across job tenure conversely, age, gender and educational level had no statistically significant relationship with tacit knowledge sharing. The findings presented in Chapter 4 highlight important insights into the mediating role of trust on tacit knowledge sharing and job satisfaction. It also revealed important insights into tacit knowledge sharing across various demographic variables such as age, gender, job tenure, and educational levels. These results provide a foundation for deeper analysis and interpretation which will be addressed in the subsequent chapter.

Chapter 5 will begin with an introduction that revisits the purpose, nature of the study, and rationale. This section will explore the significance of the differences in tacit knowledge sharing and their implications for sales representatives knowledge sharing and organizational management practices. The chapter will also address the limitations of the study, and outline factors that may have influenced the results, such as sample size and methodological constraints. Additionally, in this Chapter, I will provide practical recommendations for improving tacit knowledge sharing within organizations and finally, I will conclude the Chapter by summarizing the key points of the study and its contribution to the field of tacit knowledge sharing.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this quantitative study, I examined the relationship between tacit knowledge sharing and job satisfaction, with trust in managers as a mediator. I used a correlational cross-sectional design to explore how the variables in the study were connected. There were several key findings in the study, trust levels were moderately high, with cognitive trust (belief in managers' competence) being higher than affective trust (belief in managers' goodwill) also, job satisfaction and tacit knowledge sharing scores were also relatively high.

There was no significant relationship between tacit knowledge sharing and trust (overall, affective, and cognitive) hence, the null hypothesis was not rejected. Significant positive relationships were found between all trust measures and job satisfaction, with higher levels of trust correlating with greater job satisfaction, the null hypothesis was rejected. Furthermore, tacit knowledge sharing positively influenced job satisfaction, which led to the rejection of the null hypothesis.

In my study, trust did not mediate the relationship between tacit knowledge sharing and job satisfaction, as a result the null hypothesis was not rejected. Additional findings indicated that tacit knowledge sharing differed significantly by job tenure, with more experienced sales representatives sharing more tacit knowledge however, no significant differences were observed across age, gender or educational levels.

Interpretation of Findings

Tacit Knowledge Sharing and Trust

Prior research highlight the pivotal role of trust in leaders as a driver of positive organizational outcomes, such as employee satisfaction, performance, and workplace effectiveness (Enwereuzor et al., 2020; Jones et al., 2023). In addition, trust has been shown to be correlated with leadership styles such as transformational, authentic, and ethical leadership (Aei-Kyung et al., 2022; Baquero, 2023; Saed & Saed, 2023). The extensive body of research on leadership emphasizes that leaders who cultivate trust inspire greater engagement, commitment, and positive organizational behaviors. The prior research align with Capestro et al. (2024), who explored the association between trust (cognitive and affective) and tacit knowledge sharing. The researchers concluded that cognitive trust, rather than affective trust, impacts both technological and organizational factors through the sharing of tacit knowledge. However, based on the findings of the current study there was no significant relationship between tacit knowledge sharing and trust (overall, cognitive, and affective) which is in contrast to much of the literature on trust and knowledge sharing.

The present study's lack of alignment with prior research findings may be due to a number of contextual factors. The current study was conducted within the life insurance industry, where specific organizational dynamics or industry norms could have shaped the way trust affects behaviors like knowledge sharing. Other studies focused on different sectors such as manufacturing or education, which may have placed different emphases on leadership styles or workplace cultures that inherently encouraged knowledge sharing.

Tacit knowledge sharing may depend more on factors such as perceived value, incentives, or individual willingness to share personal expertise. Although trust is crucial in many leadership contexts, it may not directly influence an individual's decision to share tacit knowledge.

The findings of the present study can be interpreted through the lens of social exchange theory, which posits that social behavior is the result of an exchange process in which individuals weigh the potential benefits and risks that are associated with their actions. In the workplace, trust often acts as a foundational element that reduces the perceived risks associated with sharing knowledge particularly, tacit knowledge, which is personal, context specific, and hard to articulate. However, the findings suggest that other factors beyond trust could influence the exchange of tacit knowledge, particularly within the life insurance industry. According to social exchange theory individuals are more likely to engage in behaviors, like knowledge sharing, if they perceive the value in the exchange (Legwood et al., 2021). Therefore, tacit knowledge sharing might be driven more by the perceived reciprocal benefits of the exchange such as professional growth, incentives, or status, than by trust in managers. If employees do not see clear benefits or reciprocal advantages, they may withhold knowledge even if they trust their managers.

In the life insurance industry, a stronger emphasis may be placed on individual performance and self-reliance which could hinder knowledge-sharing behaviors. This is different from industries like education or manufacturing, where knowledge sharing might be more embedded in the culture or operational processes. In sum, the lack of a significant relationship between tacit knowledge sharing and trust in the study could

indicate that employees in this particular context evaluate the personal costs and benefits of knowledge sharing based on factors other than trust alone. Social exchange theory supports this by emphasizing the economic, social, and personal rewards that people seek in exchange for their actions (Blau, 1964).

Vroom's expectancy theory is another framework that can be used to understand the findings of the study, particularly why trust did not have a significant relationship with tacit knowledge sharing. Expectancy theory explains motivation as a product of three factors: expectancy, instrumentality, and valence (Neck et al., 2020). When applied to the context of tacit knowledge sharing, each component helps to clarify the decision-making process of employees regarding whether or not to share their knowledge. Employees might not believe that their efforts to share knowledge will lead to meaningful performance improvements (low expectancy), not see a clear connection between knowledge sharing and receiving desirable rewards (low instrumentality),and not value the potential rewards enough to be motivated to share their knowledge (low valence).

In industries like life insurance, where success may be driven by personal expertise and performance the decision to share tacit knowledge may hinge more on clear, personal incentives rather than trust in leadership. Tacit knowledge is closely tied to an individual's perceived value and competitive advantage which makes expectancy, instrumentality, and valence stronger motivators than trust alone. In this sense, trust in leaders may enhance general organizational behaviors like engagement or job satisfaction however, tacit knowledge sharing might be more influenced by employees' expectations of the personal benefits they will receive from sharing that knowledge.

Trust and Job Satisfaction

The current research confirms the relationship between trust and job satisfaction, which aligns with existing research. Based on the findings of the study a significant and positive relationship was found between trust (overall, affective, and cognitive) and job satisfaction. This supports previous findings that trust in leaders is a crucial factor in promoting job satisfaction (Dirks & Ferrin, 2002; Jones et al., 2023; Steadham & Skaar, 2019). This finding is also consistent with Baquero (2023), Lambert (2022), and Mubashar et al. (2022). The positive relationship observed in the current study between trust and job satisfaction reinforces the idea that employees who trust their managers are more likely to feel satisfied in their jobs.

This finding fits well with Herzberg's two-factor theory, which distinguishes motivators and hygiene factors in shaping job satisfaction. Although hygiene factors are not sources of positive satisfaction, they are essential to prevent dissatisfaction. Trust in managers can be viewed as a hygiene factor because it creates a baseline for psychological safety, which is vital for employees' security in their roles. When trust is present, it helps to minimize dissatisfaction by addressing concerns about management integrity, fairness, and support. Subsequently, this fosters a sense of stability and well-being, which contributes to a more positive organizational climate. Even though trust may not directly motivate employees in the same way as achievement or recognition (motivators), its absence could lead to dissatisfaction. Therefore, the current finding indicates that trust is a key component of a healthy work environment, and it acts as a hygiene factor that prevents negative feelings and fosters satisfaction. Employees who

trust their managers are less likely to express doubt in their actions which allows them to focus on motivators that could lead to greater engagement and productivity. In this way trust enhances job satisfaction by creating an environment which is conducive to motivation.

Tacit Knowledge Sharing and Job Satisfaction

Many researchers have focused broadly on knowledge sharing and its positive impact on job satisfaction (Bilal et al., 2019; Fisher & Döring, 2022; Masadeh et al., 2019). The current research finding that tacit knowledge sharing positively influenced job satisfaction confirms and extends the existing body of knowledge on the topic, while also addressing a noted gap in the literature. The findings of the current study align with Usmanova et al. (2021), who found a positive link between knowledge sharing and job satisfaction. Therefore, the current finding also broadens the knowledge in the discipline by filling a gap in the literature specifically, tacit knowledge sharing. The results of this research suggest that tacit knowledge sharing despite its complexity, can directly enhance job satisfaction by fostering stronger interpersonal connections, a sense of contribution, and professional development.

In contrast, Fadaie and Ghanbamejah (2023) found no significant relationship between knowledge transfer and job satisfaction in healthcare. This recent study provides evidence of a positive association, which highlights that industry context may influence the outcomes. Overall, this study expands our understanding by providing empirical evidence that tacit knowledge sharing can enhance job satisfaction specifically in the life insurance industry. It highlights the need for further research into the unique factors that

influence the sharing of tacit knowledge across various sectors.

In the current research, there was no significant mediating effect of trust on tacit knowledge sharing and job satisfaction. This is not consistent with much of the existing literature on the mediating role of trust in workplace relationships and organizational outcomes. Trust is frequently highlighted as a pivotal mediator which improves various outcomes such as leadership effectiveness (Tu et al., 2020), employee engagement (Mubashar, 2022), and communication (Kouhsari & Chen, 2023). In contrast to studies by Abbasi and Wan Ismail (2023) and Tu et al. (2020) who confirmed trust as a mediator in contexts such as cross-team knowledge sharing and predicting organizational outcomes, the current study did not find a statistically mediating effect of trust on tacit knowledge sharing and job satisfaction.

In addition, Tu et al. (2020) concluded that affective trust in colleagues mediates the relationship between ethical leadership and knowledge sharing, in the current study there was no mediation of affective trust on tacit knowledge sharing and job satisfaction. It is noteworthy to mention that in the present study trust in managers was tested as a mediator, the focus shifted from peer-level trust to hierarchical trust. Trust in managers may involve respect for their authority and competence, but it might not evoke the same level of emotional closeness or mutual support that can be observed in trust in colleagues. Therefore, this could have accounted for the difference. Similar to Tu et al. (2020) Abbasi and Wan Ismail (2023) found that lack of trust in Malaysian public universities predicted negative outcomes such as deviant behaviours, further reinforcing the belief that trust generally plays a mediating role. The present study widens knowledge base by

challenging the assumption that trust always functions as a mediator in workplace

dynamics. This insight opens the door for further exploration of factors beyond trust that

could mediate or facilitate tacit knowledge sharing, such as organizational culture,

incentives, and communication practices.

The findings also highlight the view that the mediating role of trust might be

context specific. Much of the existing research such as Liu et al. (2023) and Salam and

Jahed (2023) assume generalizability of the mediating effects of trust across various

settings, this research suggests that tacit knowledge sharing may rely more on direct

interpersonal dynamics or motivational factors rather than mediated by trust, at least in

this particular organizational context.

Limitations

Several limitations in the present study should be noted, such as the nature of the

study, self-reported data, sample characteristics, limited examination of other variables,

cultural context, and potential for common method bias, which might have influenced the

findings of the study. I used a correlational cross-sectional design in the study, which

only captured data at a single point in time. This limits the ability to infer causality or

determine the direction of the relationships. Though correlations between the variables

were identified, it is unclear whether tacit knowledge sharing leads to job satisfaction or

if satisfied employees are more likely to share tacit knowledge. Also, the reliance of self-

reported data from surveys introduces potential response biases such as social desirability

bias. This occurs when respondents provide answers that they believe are more socially

acceptable particularly regarding a sensitive construct such as trust in managers, this

could inflate scores (Burkholder et al., 2020).

I conducted this study in the life insurance industry, hence generalizability of the findings to other sectors might be limited. Different industries might have unique knowledge-sharing cultures, and trust dynamics may differ based on organizational structures or job demands, which could affect how the findings can be applied in other contexts. The sample was predominantly female and was largely composed of individuals aged 45 to 64 years of age, which suggested an experienced workforce. Although this topic provides valuable insights into a specific demographic, it might not fully represent younger or less experienced employees which could potentially limit the ability to generalize the results to more diverse workforce.

The focus of this study was trust, tacit knowledge sharing, and job satisfaction. However, other important mediating or moderating variables such as organizational culture, leadership style, or incentives could have been overlooked. These factors could potentially provide a better understanding of the relationships at play. Cultural factors such as communication styles or the perception of authority may influence trust and knowledge sharing behaviors. I did not explicitly account for cultural influences, the present research may not have captured how cultural dynamics affect the relationships between the key variables. Finally, because the data on all variables were collected from the same respondents, the study may be subject to common method bias where the relationships between variables were artificially inflated due to the same source of measurement for all constructs. This could distort the true relationships among tacit knowledge sharing, trust, and job satisfaction. These limitations should be addressed in

future research in order to have a more in depth understanding of the relationship among tacit knowledge sharing, trust, and job satisfaction, and how these dynamics interact in different settings and contexts.

Recommendations

Several recommendations for future research are proposed to deeper the understanding of the relationship among trust, tacit knowledge sharing, and job satisfaction. These recommendations are based on the strengths and limitations of the current study, as well as insights from the reviewed literature. For example, adopt a longitudinal research design, expand industry and cultural contexts, examine other mediating and moderating variables, investigate tacit knowledge sharing in younger and less experienced workforces, utilize multi-source data collection, explore trust subtypes in more detail, investigate the role of technology in tacit knowledge sharing, examine the relationship between tacit and explicit knowledge sharing, and investigate knowledge sharing and job satisfaction in teams. To overcome the limitation of the cross-sectional design, future researchers should employ longitudinal studies because in this design changes can be tracked over time. This will allow researchers to better establish causal relationships between tacit knowledge sharing, trust, and job satisfaction. This would help to clarify whether sharing tacit knowledge leads to increased job satisfaction or whether satisfied employees are more inclined to share their knowledge.

Future research should explore other industries and cultural contexts to enhance the generalizability of the findings. Different industries such as technology or healthcare, may have distinct knowledge-sharing practices, and varying cultural norms could

influence trust dynamics. Cross-cultural studies would help identify whether the relationships between tacit knowledge sharing and job satisfaction are universal or context-specific. Trust did not mediate the relationship between tacit knowledge sharing and job satisfaction therefore, future researchers should consider other mediating or moderating variables. For instance, factors like organizational culture, leadership style, job autonomy, incentives, or team dynamics. This could provide a more comprehensive understanding of what influences knowledge sharing and job satisfaction. Future researchers could also investigate the potential role of motivational factors or the perception of organizational justice, which could influence whether employees are willing to share their tacit knowledge and how satisfied they feel in their roles.

The present study primarily involved an experienced and older workforce, which may not fully reflect the dynamics in younger or less experienced employees. Future research should focus on younger or more diverse workforces to determine whether similar relationships between tacit knowledge sharing and job satisfaction exist in these groups. Different factors, such as technology use, might affect knowledge-sharing behaviors and should be investigated. To address potential common method bias, future research could gather data from multiple sources, such as peers, supervisors, or objective performance metrics, rather than relying solely on self-reported data. Collecting data from different perspectives can reduce biases and provide a more accurate reflection of tacit knowledge sharing behaviors and their impact on trust and job satisfaction.

Both affective and cognitive trust were explored in the current study. However, future research could examine trust in more depth, such as trust in colleagues, leaders,

and organization, as well as their impacts on the relationship between tacit knowledge sharing and job satisfaction. As digital communication tools and collaborative platforms increasingly shape workplace interactions, future research could explore the role of technology in tacit knowledge sharing. Researchers could observe how digital tools enable or hinder the sharing of tacit knowledge, and whether they influence employees' levels of trust and job satisfaction in virtual or hybrid work environments.

Given the emphasis on general knowledge sharing in prior studies, future researchers could delve into the differences between tacit and explicit knowledge sharing. An exploration into how these two forms of knowledge sharing independently or interactively influence job satisfaction and trust could help to identify more nuanced relationships. Teamwork and collaboration are common in modern workplaces, future research could study how team-level dynamics relate to knowledge-sharing and job satisfaction. This could include investigating how team trust, cohesion, and leadership influence the sharing of tacit knowledge within teams and its impact on collective job satisfaction and performance. Future research can build on the strengths of the present study while addressing its limitations which will contribute to a better understanding of how tacit knowledge sharing, trust, and job satisfaction interact across different contexts.

Implications

The findings from this study can lead to positive social change in organizations by fostering a culture that promotes knowledge sharing, trust, and employee job satisfaction which are essential for organizational growth, innovation, and sustainability. Potential impacts include: enhanced knowledge sharing culture, improved employee well-being

and satisfaction, strengthening of trust, organizational commitment, and leadership development.

Through understanding that tacit knowledge sharing positively influences job satisfaction, leaders in organizations can encourage employees to share their insights and experiences, which can lead to improved collaboration, innovation, and overall organizational effectiveness. This can foster a more inclusive and learning-focused environment where employees feel valued for their contributions. Promoting tacit knowledge sharing can lead to greater job satisfaction, which will enhance employee well-being and retention. Organizations that prioritize knowledge-sharing initiatives could create a more engaged and motivated workforce which could reduce turnover and increase productivity.

Although there was no mediating effect of trust on tacit knowledge sharing and job satisfaction, trust was positively related to job satisfaction. Building trust in leadership and between colleagues can lead to higher levels of organizational commitment and a stronger sense of community within the organization. This trust can also mitigate workplace conflicts and enhance organizational justice. Furthermore, the findings of present study highlight the importance of leadership training that emphasizes transparent communication, ethical decision-making, and trust-building behaviours. The development of leaders who inspire trust can contribute to long-term organizational effectiveness.

Conclusion

This study provides valuable insights into the intricate relationships among tacit knowledge sharing, trust in leadership, and job satisfaction within the life insurance industry. The findings of the present study confirm the positive influence of tacit knowledge sharing on job satisfaction. Although trust was significantly related to job satisfaction, it did not mediate the relationship between tacit knowledge sharing and job satisfaction. This challenged the assumptions about the universal role of trust as a mediator in organizational contexts. These results offer important implications for theory and practice, which suggests that organizations should prioritize creating environments that encourage knowledge sharing and trust-building behaviours but also recognize that the role of trust may vary depending on specific workplace dynamics.

The methodological limitations such as cross-sectional design, and a focus on a single industry open avenues for future research to explore these relationships in different sectors, and through more robust longitudinal designs. Moreover, the findings contribute to existing literature by extending the understanding of how tacit knowledge sharing directly influences job satisfaction and underscore the need for deeper examination of trust.

In practice, organizations can leverage these insights to foster positive social change by implementing knowledge-sharing initiatives, trust-building leadership practices, and tailored strategies that address the needs of diverse employee groups. By doing so, organizations can create more engaged, satisfied, and collaborative workforces, which ultimately drive sustainable growth and innovation.

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Appendix A: Permission to Use McAllister Trust Scale
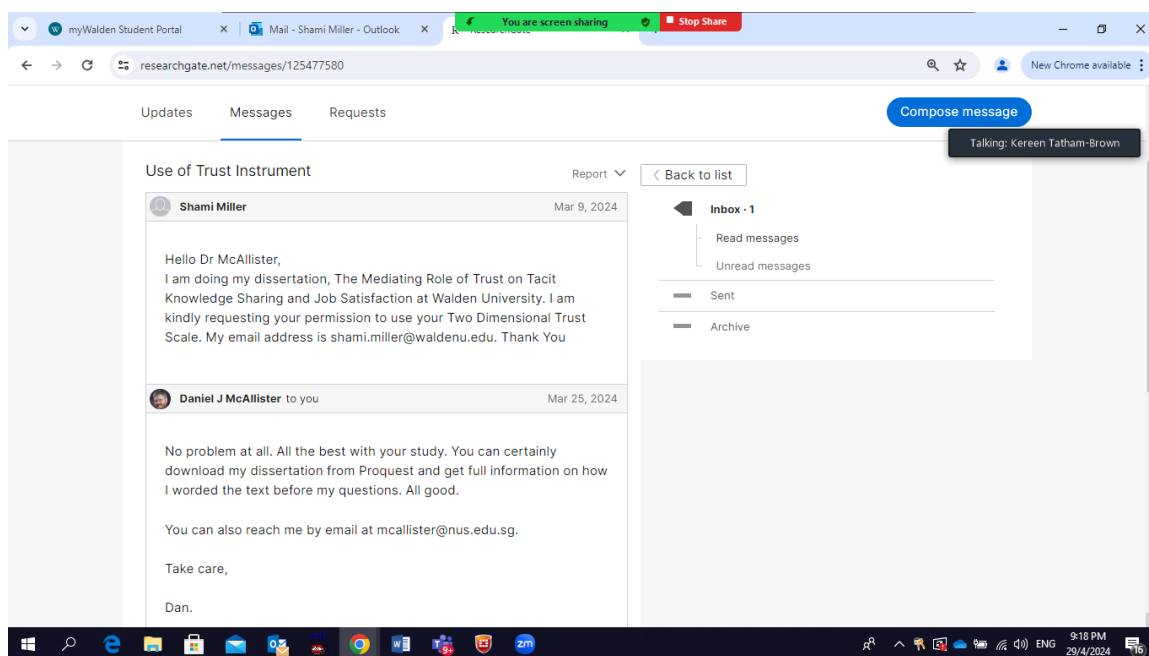
Appendix B: Permission to Use Minnesota Satisfaction Questionnaire

Appendix C: Permission to Use Lin (2007) TKS Scale

Order Date	15-Apr-2024	Type of Use	Republish in a thesis/dissertation
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Date	01/01/1982	Rightsholder	Springer Nature BV
Language	English	Publication Type	Journal

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Portion Type	Chart/graph/table/figure	Distribution	Other territories and/or countries
Number of Charts / Graphs / Tables / Figures Requested	1	Enter Territories/Countries	Jamaica
		Translation	Original language of publication
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NEW WORK DETAILS

Title	The Mediating Role of Trust on Tacit Knowledge Sharing and Job Satisfaction	Institution Name	Walden University
		Expected Presentation Date	2024-06-01
Instructor Name	Dr. Richard Thompson		

Appendix D: CITI Certificate