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Abusive Supervision, Agile Leadership to Improve Employee Performance through Knowledge Sharing as a Mediating Variable and Self-Efficacy as a Moderating Variable in Employees of the General Bureau of the Secretariat of East Java Province

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A R T I C L E I N F O

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A B S T R A C T

This study aims to examine and analyze the effects of abusive supervision and agile leadership on employee performance, with knowledge sharing serving as a mediating variable and self-efficacy as a moderating variable. The research employed a quantitative method with a causal-explanatory approach. The study population consisted of employees at the General Bureau of the East Java Provincial Secretariat, with a total sampling technique applied, resulting in 198 respondents. Data were collected via Google Forms and assessed using a Likert scale. The data analysis was conducted using the Structural Equation Modeling (SEM) technique with the Partial Least Squares (PLS) software. The findings of the study reveal the following: 1). Abusive supervision has a significant negative effect on knowledge sharing, 2). Agile leadership has a significant positive effect on knowledge sharing, 3). Knowledge sharing has a significant positive effect on employee performance, 4). Self-efficacy does not significantly moderate the relationship between abusive supervision and knowledge sharing, 5). Self-efficacy strengthens the influence of agile leadership on knowledge sharing, 6). Mediating knowledge sharing significantly negative influence of abusive supervision on employee performance, 7). Mediating knowledge sharing significantly positive influence of agile leadership on employee performance.

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INTRODUCTION

In the modern work environment, especially in the government sector, improving employee performance is a crucial factor in ensuring bureaucratic effectiveness and efficiency Udin et al, (2022) Effective employee performance management is crucial for driving overall organizational performance, which can support leaders in carrying out their duties. Employee performance plays a vital role in achieving organizational success, yet it is affected by several internal factors such as abusive supervision, work-related stress, turnover intentions, and agile leadership Reem Ahli & Mohd Faiz Hilmi, (2024). According to Komariyah, (2018:188), employee performance is defined as the outcome of a process that is assessed over a specific period, based on predetermined standards or agreements.

To improve performance, various bureaus within the East Java Provincial Secretariat have prepared planning and reporting documents, including LKjIP and SKP, although obstacles such as suboptimal evaluation and inconsistent performance indicators are still found (https://ro-umum.jatimprov.go.id/dokumen). Efforts to increase human resource capacity are also carried out through training and outreach to strengthen employee accountability and competence (https://bkd.jatimprov.go.id). This study uses Social Cognition Theory, which explains that employee work behavior is formed through the interaction of cognitive, emotional, and social factors, such as motivation, emotions, and interpersonal experiences in the workplace.

Abusive supervision is a leadership style characterized by authoritarian behavior, excessive pressure, and a lack of support for subordinates. This style negatively impacts employee psychology, leading to stress, loss of motivation, and decreased individual and organizational performance (Jasmine & Martdianty, 2022; Hasibuan et al., 2024) Organizations with abusive leadership tend to have high turnover, low productivity, and an unhealthy work culture Hadi et al., (2025).

Agile leadership is a flexible and adaptive leadership approach to change, which encourages employee participation, open communication, and employee empowerment (Sasanti et al., 2024; Sidharta & Purbojo, 2023**)**. Agile leaders create an innovative work environment and give employees confidence to complete tasks creatively and effectively Dewi et al., (2025).

Knowledge sharing is an important mechanism for bridging the influence of leadership style on employee performance. In an abusive environment, knowledge sharing is hampered by pressure and mistrust Simatupang, (2023). On the other hand, the agile leadership style encourages a culture of sharing information, ideas, and experiences, which ultimately strengthens employee performance Wibowo et al., (2023) Self-efficacy, or belief in one's own abilities, influences the extent to which employees can utilize knowledge sharing to improve performance. Employees with high self-efficacy are more confident, actively share knowledge, and are able to cope with pressure, including from abusive superiors. Conversely, low self-efficacy weakens the positive impact of knowledge sharing on performance Ria Melina, (2024).

The conceptual framework model above will then be tested. to the employees of the General Bureau of the Regional Secretariat of East Java Province as an object which is a work unit responsible for supporting and ensuring the smooth implementation of the duties of government leaders within the East Java provincial government.

When comparing previous research with the current study, it is important to highlight differences in findings to identify research gaps. A study by Ahli et al. (2024) in the UAE found that agile leadership, abusive supervision, and work stress significantly impact employee performance, with perceived organizational support acting as a moderator in this relationship. Meanwhile, a study by Zada et al. (2023) showed that servant leadership enhances employee creativity and performance, with knowledge sharing acting as a mediator and self-efficacy as a moderator, strengthening the relationship between the variables.

The rationale for this research is that modern bureaucracy demands high levels of employee innovation and performance to navigate the complex dynamics of administrative work. Employee performance is key to organizational effectiveness, particularly in hierarchical and procedural government environments. Therefore, this study examines the influence of abusive supervision and agile leadership on employee performance, with knowledge sharing as a mediating variable and self-efficacy as a moderating variable.

LITERATURE REVIEW

Social Cognition Theory

According to Bandura, (1997), Social Cognitive Theory highlights that individuals acquire knowledge and behavior through processes such as observation, imitation, and social interaction. This learning is shaped by a dynamic interplay between internal personal factors such as thoughts, beliefs, and emotions and external influences from the surrounding environment and social experiences. In line with this, Fiske, ST, & Taylor, (1991) emphasize that the theory also examines how individuals perceive, interpret, and respond to social information in their daily lives. It particularly focuses on the cognitive mechanisms that guide social interactions, decision-making, and behavioral responses within various environmental contexts. Together, these perspectives underscore the importance of both cognitive processes and social influences in shaping human behavior.

Abusive Supervision

According to Tepper, (2000) Abusive supervision refers to subordinates' views of superiors' behavior that is verbally or non-verbally abusive, without involving physical violence, but is considered insulting and hostile. Mackey et al., (2017) Abusive leadership involves belittling, unfair criticism, and humiliating subordinates, which can ultimately disrupt psychological well-being and reduce employee performance. Liu, D., Liao, H., & Loi, (2012) explains that this leadership style creates a stressful work atmosphere, where subordinates feel unappreciated, under-respected, and experience prolonged stress. Tepper, (2000) developed an abusive supervision scale with several main indicators: criticizing

employees, condescending attitude, aggressive attitude, arbitrary attitude, emotional attitude, indifference attitude.

Agile Leadership

Joiner, B., & Josephs, (2007) states that agile leadership is a leadership style characterized by the ability to adapt to constantly changing situations, having a mindset that is open to self-development, and encouraging the creation of an innovative culture and continuous learning within the organization. Denning, (2018) Agile leadership refers to leadership based on agile principles such as openness, flexibility, teamwork, and rapid and effective decision-making. An agile leader is required to be able to adaptively direct a team in the face of change and create innovative solutions. According to (Denning, 2018), the indicators of agile leadership are as follows: North Star Clarity (inspirational leader), customer-centricity (needs-oriented), adaptability (flexible), and empowerment *&* collaboration (empowering and collaborating).

Knowledge Sharing

Indrawati, (2022) states that knowledge sharing is a culture of social interaction that encourages the exchange of knowledge, experience, and skills between employees in an organization, and is a key element in the success of knowledge management. Ria Melina, (2024), knowledge sharing is understood as a social process involving more than one individual, in which there is an exchange of knowledge, both implicit and explicit, in order to create new knowledge. According to (Chang, 2017) The indicators used to measure knowledge sharing are: proficient in knowledge, having experience, confidence in sharing knowledge, confidence in answering questions.

Self-Efficacy

(Bandura, 1997) defines self-efficacy as an individual's belief in their own ability to perform actions effectively in specific situations. It refers to the confidence a person has in their capacity to organize and execute the behaviors necessary to achieve desired outcomes. Self-efficacy influences how people think, feel, and act, particularly when facing challenges or unfamiliar tasks. It serves as a self-assessment mechanism, allowing individuals to judge whether they are capable of successfully completing a task in accordance with expected standards and goals. The indicators that will be used as measuring tools for self-efficacy refer to the theory (Bandura, 1997), namely: magnitude (level of difficulty), strength (strength), and generality (generality).

Employee Performance

According to Mangkunegara, (2017:9), employee performance refers to the accomplishments achieved by an individual in fulfilling their job responsibilities, encompassing both the quality and quantity of work produced. It not only includes the tangible outcomes of the tasks performed but also reflects the level of responsibility and alignment with the assigned duties. Similarly, Abdullah (2014) describes employee performance as the realization of work outcomes that emerge from the execution of a structured and pre-planned work strategy. This

perspective emphasizes the importance of following a clear plan to achieve targeted results. In a related view, Greetings, (2021) defines employee performance as the output generated by individuals when carrying out their duties, in line with organizational standards and procedures. This definition highlights the importance of compliance with established benchmarks for both the quantity and quality of work. According toTailan et al., (2021:345) Five employee performance indicators were obtained, namely: quantity, quality, punctuality, effectiveness, and attendance.

METHODOLOGY

This study employed a quantitative research method with a causal-explanatory approach, aiming to investigate cause-and-effect relationships between variables. The research population comprised 198 employees from the General Bureau of the Regional Secretariat of East Java Province. Given the manageable size of the population, the study adopted a saturated sampling technique (also known as total sampling), meaning that the entire population was used as the sample, resulting in 198 valid respondents. Data were collected through the distribution of structured questionnaires, designed using a Likert scale to measure respondents' perceptions and attitudes. To ensure the robustness of the analysis, two software tools were utilized: SmartPLS version 4.0 for structural equation modeling (SEM) using the Partial Least Squares (PLS) approach, and SPSS version 26 for initial data processing and descriptive statistics. The research process was carried out in several stages, including:

1. Descriptive analysis to summarize the characteristics of the data,
2. Validity and reliability testing to ensure the accuracy and consistency of the instruments,
3. Outer model evaluation to assess the measurement model (relationships between indicators and constructs),
4. Inner model evaluation to test the structural relationships between variables, and
5. Hypothesis testing to determine the significance of the proposed paths within the model.

These methodological steps were carefully implemented to ensure that the findings are statistically valid, reliable, and aligned with the study's objectives.

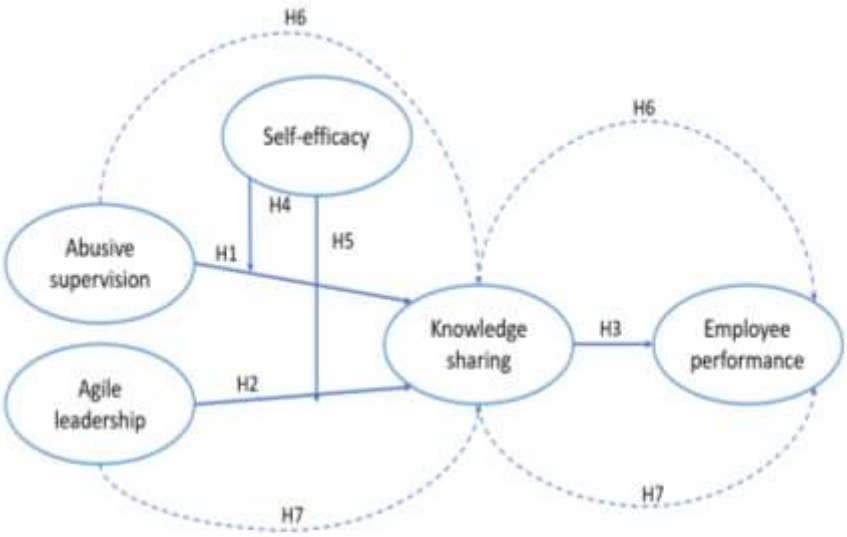

Figure 1. Research Concept Framework

RESEARCH RESULT AND DISCUSSION

Evaluation of Measurement Model (Outer Model)

According to Ghozali (2015:39), the primary purpose of outer model evaluation in structural equation modeling (SEM), particularly using the Partial Least Squares (PLS) approach, is to assess the measurement model's validity and reliability. This involves two key aspects of validity convergent validity and discriminant validity. Convergent validity evaluates whether the indicators of a particular construct truly measure the intended underlying concept, typically examined through factor loadings and average variance extracted (AVE). Discriminant validity, on the other hand, ensures that a construct is clearly distinct from other constructs, confirming that indicators do not overlap with those of different variables.

In terms of reliability, the outer model is assessed by analyzing the internal consistency of the indicators within each construct. This is measured using two important statistical tools: Composite Reliability (CR) and Cronbach's Alpha. Composite Reliability is considered a more precise indicator of internal consistency in PLS-SEM, while Cronbach's Alpha serves as a traditional benchmark to determine whether a set of items consistently represents the same underlying dimension.

a. Convergent Validity

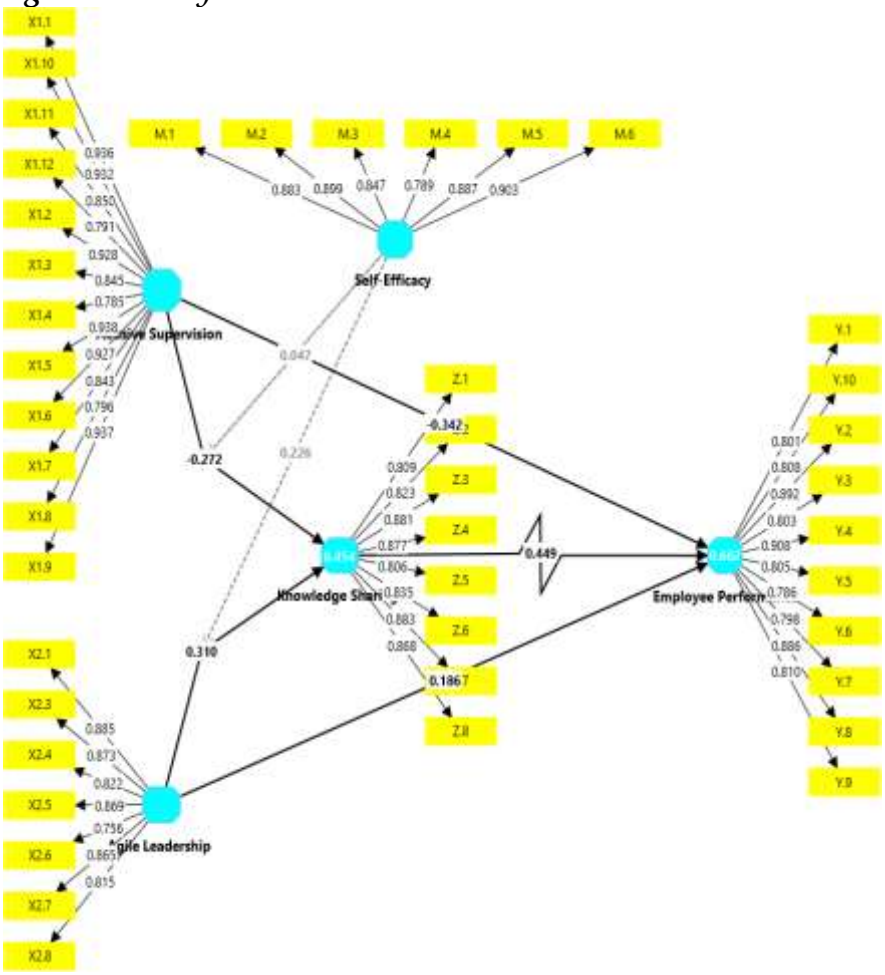

Figure 2. Results of the smartPLS 4.0 algorithm

Based on the data presented in Figure 2, the results of the analysis demonstrate that each indicator has successfully surpassed the minimum recommended threshold, with loading factor values greater than 0.7. This indicates that all indicators are strongly correlated with their respective constructs, thereby confirming the achievement of good convergent validity within the measurement model.

***b. Average Variance Extracted*(AVE)**

Table 1. Average Variance Extracted (AVE) Test Results

	***Average variance extracted*(AVE)**
Abusive supervision	0.770
Agile leadership	0.709
Knowledge sharing	0.720
Self-efficacy	0.755
Employee performance	0.690

Source: Processing Output with smartPLS 4.0

Referring to Table 1, it is evident that the Average Variance Extracted (AVE) values for all constructs exceed the minimum threshold of **0.50**. This finding indicates that each construct explains more than half of the variance of its indicators, confirming adequate convergent validity. In other words, the indicators are strongly representative of their respective latent variables. These results also suggest that the measurement model has sufficient construct validity and can be considered reliable for further hypothesis testing and structural model evaluation.

c. Composite Reliability and Cronbach's Alpha

Table 2. Results of Composite Reliability and Cronbach's Alpha Tests

	Cronbach's alpha	**Composite reliability (rho_a)**	**Composite reliability (rho_c)**
Abusive Supervision	0.973	0.976	0.976
Agile Leadership	0.931	0.933	0.944
Employee Performance	0.950	0.951	0.957
Knowledge Sharing	0.944	0.945	0.954
Self-Efficacy	0.935	0.939	0.949

Source: Processing Output with smartPLS 4.0

As shown in Table 2, the results of the Composite Reliability and Cronbach's Alpha tests indicate that all latent variables have achieved satisfactory reliability scores, with values equal to or greater than 0.70. This confirms that each construct demonstrates a high level of internal consistency. Therefore, it can be concluded that the questionnaire used in this study is a reliable and consistent instrument for measuring the intended variables.

d. Multicollinearity Test

Table 3. Values *Collinearity Statistics (VIF)*

	Knowledge sharing	**Self-Efficacy**	**Employee Performance**
Abusive supervision	1,590	-	1,503
Agile Leadership	1,337	-	1,494
Knowledge sharing	-	-	1,576
Self-Efficacy	1,276	-	-
Employee Performance	-	-	-

Source: Processing Output with smartPLS 4.0

The results presented in Table 3 indicate that all Variance Inflation Factor (VIF) values are below **5**, suggesting that there are no signs of multicollinearity among the indicators. This supports the assumption that each indicator

contributes uniquely to the model. Additionally, the evaluation of the outer model serves as a crucial step in assessing the validity and reliability of the measurement instruments used in the study.

Structural Model Evaluation (Inner Model)

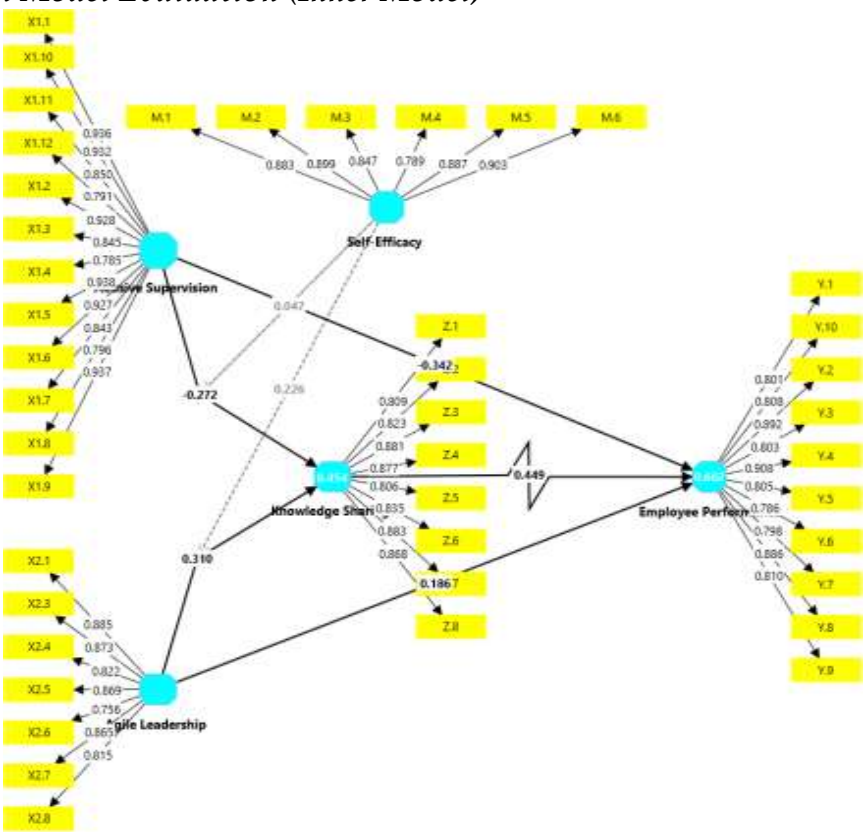

Figure 3. Inner Loadings
Source: data processed by SmartPLS 2025

a. Path Analysis Coefficient

In the structural model diagram above, an evaluation of the path coefficients was conducted to assess the magnitude and direction of influence that each independent variable exerts on the dependent variable within the model. The path coefficient reflects the strength and nature (positive or negative) of the relationship between the latent constructs. According to the analysis results generated using SmartPLS, the path coefficient values are as follows:

1. Impact of Knowledge Sharing on Employee Performance (0.449). The findings reveal that increased knowledge sharing among employees leads to enhanced performance. The exchange of knowledge, insights, and professional experience contributes to greater workplace efficiency, effectiveness, and innovation. Therefore, knowledge sharing serves as a crucial driver in improving employee performance.
2. Impact of Agile Leadership on Knowledge Sharing (0.310). Agile leadership marked by adaptability, transparent communication, and responsiveness to change—plays a significant role in cultivating a knowledge-sharing culture. The more agile and responsive the leadership,

the more inclined employees are to share ideas and information within the organization.

3. Interaction Effect of Self-Efficacy and Agile Leadership on Knowledge Sharing (0.226). This value indicates that self-efficacy enhances the positive relationship between agile leadership and knowledge sharing. Employees with strong self-belief are more receptive to agile leadership approaches and are more actively engaged in the knowledge-sharing process.
4. Indirect Effect of Agile Leadership on Employee Performance via Knowledge Sharing (0.186). The results show a meaningful indirect effect, suggesting that agile leadership contributes to improved employee performance by promoting a knowledge-sharing environment. In essence, agile leadership indirectly enhances performance through its role in facilitating communication and collaborative learning among employees.
5. Interaction Effect of Self-Efficacy and Abusive Supervision on Knowledge Sharing (0.047). This result suggests that self-efficacy does not significantly moderate the relationship between abusive supervision and knowledge sharing. Regardless of how confident or capable employees feel, it is insufficient to counterbalance the harmful effects of abusive supervision on the willingness to share knowledge.
6. Indirect Effect of Abusive Supervision on Employee Performance via Knowledge Sharing (–0.200). The analysis reveals a strong negative indirect relationship, indicating that abusive supervision undermines employee performance through its damaging impact on knowledge sharing. A toxic supervisory environment disrupts collaboration and information flow, ultimately weakening employee performance.
7. Direct Effect of Abusive Supervision on Knowledge Sharing (–0.272). This negative coefficient indicates that higher levels of abusive supervision characterized by controlling, hostile, or disrespectful behavior discourage employees from sharing knowledge. Such an environment reduces trust, restricts open communication, and hampers teamwork and knowledge exchange.

b. R-Square (R2)

Table 4. Results of the R-Square (R2) Value Test

	R-square	**R-square adjusted**
***Knowledge sharing*(Z)**	0.454	0.440
***Employee performance*(Y)**	0.662	0.657

Source: Processing Output with smartPLS 4.0

1. The endogenous variable Knowledge Sharing has an R-Square (R^2) value of 0.454, with an Adjusted R-Square of 0.440. This means that approximately 45.4% of the total variation in the Knowledge Sharing variable can be explained by the predictor variables (Abusive supervision, Agile leadership, Self-efficacy, and their interactions) in this model. This explanatory power is moderate, indicating sufficient goodness of fit for the Knowledge Sharing variable. The remaining variance of 54.6% (100%

- 45.4%) is explained by other variables outside the scope of the model being tested.

2. For the endogenous variable Employee performance, the R-Square (R^2) value is 0.662, with an Adjusted R-Square value of 0.657. This indicates that the independent variables (Abusive supervision, Agile leadership, Knowledge sharing) in this research model are collectively able to explain 66.2% of the total variation in the Employee Performance variable. This level of explanation can be categorized as moderate to strong (approaching the upper limit of the moderate category and heading towards the strong category), which indicates a good goodness of fit for this variable. The remaining variance of 33.8% (100% - 66.2%) is influenced by other factors not included in this research model.

c. Hypothesis Testing Results (Path Coefficient Estimation)

To assess the significance of the hypotheses, researchers refer to both the path coefficient values and the t-statistics obtained from the bootstrapping algorithm in the SmartPLS output. The significance is determined by comparing the calculated t-statistic (t-count) with a critical t-value from the t-distribution table at a 5% significance level ($\alpha = 0.05$), which is 1.96 for a two-tailed test. If the t-statistic is greater than 1.96, the hypothesis is considered statistically significant, indicating that the relationship between the variables is unlikely to be due to chance. This approach ensures that the model's paths are supported by empirical evidence and meet conventional thresholds for statistical reliability.

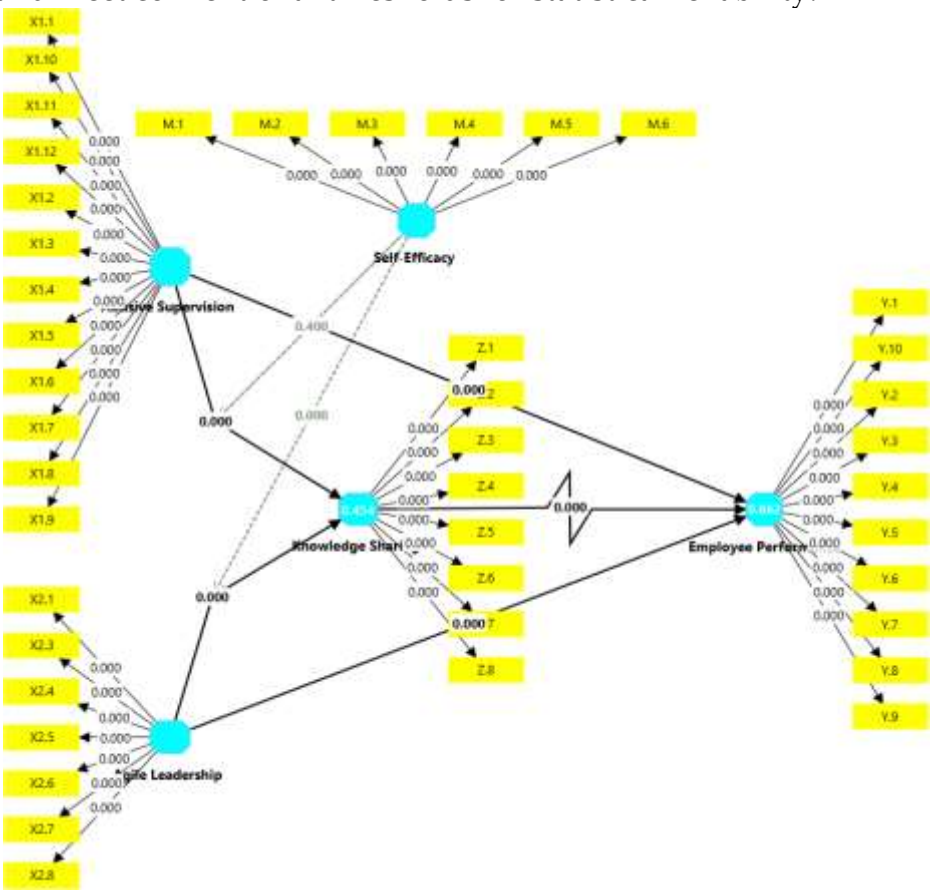

Figure 4. Bootstrapping

Table 5. Hypothesis Testing Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Description
Abusive supervision -> Knowledge sharing	-0.272	-0.274	0.062	4,395	0.000	Significant
Agile leadership -> Knowledge sharing	0.310	0.309	0.061	5,072	0.000	Significant
Knowledge sharing -> Employee performance	0.449	0.451	0.060	7,485	0.000	Significant
Self-efficacy x Abusive supervision -> Knowledge sharing	0.047	0.047	0.056	0.842	0.400	Not Significant
Self-efficacy x Agile leadership -> Knowledge sharing	0.226	0.223	0.055	4,084	0.000	Significant
Knowledge sharing x Abusive supervision -> Employee performance	-0.116	-0.117	0.031	3,770	0,000	Significant
Knowledge sharing x Agile leadership -> Employee performance	0.144	0.144	0.035	4,107	0,000	Significant

Source: Processing Output with smartPLS 4.0

The following are the results of hypothesis testing on the structural model:

1. The effect of abusive supervision on knowledge sharing was also found to be significant. With a path coefficient value of -0.272, a T-statistic of 4.395 > 1.96, and a P-value of 0.000 < 0.05, it can be concluded that abusive supervision has a negative and significant effect on knowledge sharing.
2. The influence of Agile leadership on knowledge sharing is significant. The positive path coefficient value (0.310), T-statistic 5.072 > 1.96, and P-value 0.000 < 0.05 indicate that Agile leadership has a positive and significant influence on knowledge sharing.

3. The influence of knowledge sharing on employee performance is significant. The very high t-statistic of 7.485 > 1.96 and the p-value of 0.000 < 0.05 proves a very significant positive influence (coefficient of 0.451) of knowledge sharing on employee performance.
4. The interaction effect of Self-efficacy x Abusive supervision on Knowledge sharing is insignificant. The T-statistic value of 0.842 is smaller than 1.96, and the P-value of 0.400 is greater than 0.05. This means that Self-efficacy does not significantly moderate the relationship between Abusive Supervision and Knowledge sharing..
5. The interaction effect of Self-efficacy x Agile leadership on Knowledge sharing is significant. The T-statistic value of 4.084 > 1.96 and P-value of 0.000 < 0.05 indicate a significant moderating effect. This implies that the effect of Agile leadership on Knowledge sharing differs significantly depending on the level of Self-efficacy (or vice versa, Self-efficacy strengthens the positive effect of Agile Leadership on Knowledge Sharing).
6. The interaction effect of Abusive supervision on Employee performance through Knowledge sharing is significant. The T-statistic value of 3.770 > 1.96 and P-value of 0.000 < 0.05 indicates that Knowledge sharing functions as a significant mediator in the negative influence path (Original Sample O = -0.116) from Abusive Supervision to Employee performance.
7. The interaction effect of Agile leadership on Employee performance through Knowledge sharing was also found to be significant. With a T-statistic value of 4.107 > 1.96 and a P-value of 0.000 < 0.05, it can be concluded that Knowledge sharing significantly mediates the positive relationship (Original Sample O = 0.144) between Agile leadership and Employee performance.

Furthermore, to determine the role of mediation using the VAF method, the formula according to Hair et al. (2012) can be obtained as follows:

$$VAF = \frac{(axb)}{(axb+c)}$$

The use of SmartPLS 4 software has provided output for the indirect effect value in the specific indirect effect. Based on this, the VAF value for Hypotheses 6 and 7 of this study can be calculated as follows:

1. The influence of Abusive supervision on Employee performance through Knowledge sharing as mediation = -0.116 and has a total influence (Abusive supervision on Knowledge sharing) = -0.272, then:
   VAF = 42.6%, According to Hair, et al., (2014) If 20% ≤ 42.6% ≤ 80%, then the role of the mediating variable is partial mediation. Based on the results of the mediation test using the Variance Accounted For (VAF) method, it can be seen that the VAF value in the relationship between Abusive Supervision and Employee Performance through Knowledge Sharing is 42.6%. Referring to the criteria proposed by Hair et al. (2014), this value is in the range of 20% ≤ VAF ≤ 80%, which indicates that Knowledge Sharing plays a partial mediation role. This means that although there is an indirect influence through the mediating

variable, Abusive Supervision still has a direct influence on Employee Performance even without the presence of Knowledge Sharing as a mediator.

2. The influence of Agile leadership on Employee performance through Knowledge sharing as mediation = 0.144 and has a total influence (Agile leadership on Knowledge sharing) = 0.310, then: VAF = 46.4%, According to the rules of Hair, et al., (2014) If 20% ≤ 46.4% ≤ 80%, then the role of the mediating variable is partial mediation. Meanwhile, in the relationship between Agile Leadership on Employee Performance through Knowledge Sharing, the VAF value is 46.4%. This value also indicates the existence of a partial mediation role. Thus, Knowledge Sharing partially mediates the influence of Agile Leadership on Employee Performance, because Agile Leadership still has an influence on Employee Performance both with and without Knowledge Sharing as an intermediary variable.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the research results and discussion, the following conclusions can be drawn: Abusive supervision has a significant negative effect on knowledge sharing. This means that the higher the level of abusive leadership behavior, the lower the employee's tendency to share knowledge. Agile leadership has a significant positive effect on knowledge sharing. Adaptive and collaborative leadership encourages employees to be more active in sharing knowledge. Knowledge sharing has a significant positive effect on employee performance. The knowledge sharing process increases employee effectiveness and productivity. Self-efficacy does not significantly moderate the relationship between abusive supervision and knowledge sharing. A negative work environment remains a major obstacle even though individuals believe in their abilities. Self-efficacy strengthens the influence of agile leadership on knowledge sharing. Employees with high self-efficacy are more responsive to agile leadership styles and are encouraged to share. Knowledge sharing significantly mediates the negative effect of abusive supervision on employee performance. Poor supervision reduces the enthusiasm for knowledge sharing and impacts performance. Knowledge sharing significantly mediates the positive effect of agile leadership on employee performance. An agile leadership style encourages a culture of sharing that impacts employee performance.

Recommendation

Based on the results of this study, there are several suggestions that can be used as consideration for further research in order to obtain more comprehensive and in-depth results. Suggestions for the General Bureau of the East Java Provincial Secretariat are to conduct regular evaluations of leadership styles, particularly to identify indications of abusive supervision behavior, and to provide a safe complaint mechanism for employees to create a healthy work environment free from psychological stress.

ADVANCED RESEARCH

Suggestions for further researchers include adding other relevant variables, such as organizational culture, psychological safety, or employee engagement as mediating or moderating variables to enrich understanding of the factors that influence knowledge sharing and employee performance.

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