

The Influence of Knowledge Hiding on University Innovation and Employee Performance: The Private Universities in Mogadishu

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Abstracts: The primary objective of this study paper is to examine the concealed aspects of knowledge possessed by academic personnel and their correlation with employee performance and dimensions of innovation. The researchers employed a quantitative research methodology, conducting a field study on private universities in Mogadishu. The study included a sample size of 120 academic staff members. The researchers used various statistical tests, including measurement and structured models, in their study. The results of this study indicate that the two categories of knowledge concealment have a negative impact on employee performance and innovation dimensions, whereas evasive knowledge concealment improves employee performance and process innovation. The present research paper provides a significant contribution to the extant literature on knowledge management, specifically in the area of knowledge hiding. It focuses on the behavior of coworkers in academic settings and explores how they respond to explicit demands. The study sheds light on important aspects within academia and offers insights that are relevant to the academic community.

Keywords: Knowledge Hiding, Innovation, Employee Performance, Social Exchange Theory.

1. INTRODUCTION

Knowledge is commonly recognized as an intangible resource and has become the dominant intangible resource in advanced global economies (Iqbal et al., 2020). Knowledge is an essential and advantageous asset, as well as a highly valuable resource within an organization, which holds a central and influential position in the attainment of sustained performance over an extended period (Anand et al., 2023).

Within the context of academic institutions, the acquisition and dissemination of knowledge are fundamental catalysts, with the latter being particularly crucial for the institution's sustained competitiveness (Demirkasimoglu, 2016; Anand et al., 2023). In an academic context, scholars often seek the assistance of their colleagues when they lack certain knowledge, leading to the sharing of knowledge among co-workers (Anand et al., 2023). Universities play a pivotal role in driving scientific and technological innovation. Compared to ordinary enterprises, they possess significant advantages in research and development activities (Zhang & Wang, 2021). Academics play a crucial and influential role in the creation and dissemination of knowledge. (Demirkasimoğlu, 2016). The phenomenon of knowledge hiding initially captured the interest of scholars in the fields of organizational sociology and anthropology during the 1960s (Ghani et al., 2019).

Based on empirical research, individuals are not expected to engage in knowledge-hiding behavior within an academic environment, primarily dedicated to disseminating knowledge and where persons possess a higher level of cultural wisdom (Hernaus et al., 2018; Akhlaghimofrad & Farmanesh & 2021). The phenomenon of knowledge concealment within the realm of higher education is distinct due to the inherent expectation placed on academics to produce knowledge to disseminate it to students and the broader community, thereby contributing to the advancement of the respective field. Hence, the main aim of universities is the dissemination of knowledge (Demirkasimoglu, 2016; Zutshi et al., 2021). While it is expected that universities foster a culture of knowledge exchange, it is often observed that this culture tends to be individualistic and, to a certain degree, driven by self-interest (Zutshi et al., 2021). The aforementioned circumstances present difficulties in the realm of knowledge management within academic institutions, occasionally resulting in the manifestation of behaviors aimed at concealing knowledge (Zutshi et al., 2021).

Knowledge hiding is widely recognized as a prevalent and pervasive challenge faced by organizations and their workforce (Sheidaee et al., 2022). In this discourse, ten vice-chancellors hailing from diverse educational institutions in the United Kingdom elucidate the factors that hinder the dissemination of knowledge. These factors encompass a dearth of resources, restrictive organizational cultures, diminishing government funding, the commercialization of higher education, intensified competition in international markets, and governmental intervention (Zutshi et al., 2021).

Academic professionals occasionally exhibit a reluctance to disseminate their findings to their peers, and they demonstrate an even greater reluctance to protect their colleagues' interests when it comes to publishing research and patents that have implications for career progression. This led to the notion of "knowledge hiding" (Anand et al., 2023). Knowledge concealment is viewed as a problem to an institution's expansion, innovation, and competitive edge (Iqbal et al., 2020).

a study conducted by multiple researchers revealed that 76% of staff demonstrated knowledge-hiding conducts during their interactions with coworkers (Zhang & Wang, 2021; Sheidaee et al., 2022). This statement specifically pertains to the Chinese and American contexts (Demirkasımođlu, 2016; Zhang & Wang, 2021). The occurrence of knowledge hiding is prevalent across a wide range of organizations (Zhang & Wang, 2021). The concept of knowledge concealing in academia holds that members of the academic community employ a deliberate strategy to conceal information from their peers and associates (Akhlaghimofrad & Farmanesh, 2021).

In recent years, the increasing emphasis on publishing in prestigious academic journals, institutional accreditation, and rankings has led to an unwillingness among academics and their colleagues to contribution implicit knowledge about research, prior experiences or skills, and related matters (Anand et al., 2023). The rising demands for scholarly publications and financial resources serve as incentives for academics to adopt a more hiding approach (Zutshi et al., 2021). Prior research has indicated that individuals engaged in academic pursuits exhibit a preference for concealing knowledge due to a lack of confidence in their intellectual capabilities (Yang & Ribiera 2020; Zutshi et al., 2021). Conversely, if academicians believe their knowledge to be unique, they will conceal it from their peers. Therefore, academics conceal knowledge for a variety of personal reasons related to their profession, and not just out of self-interest (Zutshi et al., 2021). Therefore, institutions must investigate the causes of institutional members' deliberate knowledge concealment (Iqbal et al., 2020).

There exist various factors contributing to knowledge concealment behaviors. Certain reasons for this phenomenon pertain to personal factors, such as pro-sociality and laziness, while others are influenced by cultural factors, personality traits, workplace culture, transformative leadership, and a lack of acknowledgment (Demirkasımođlu, 2016; Anand et al., 2023). Research has shown that the rise in competitive pressures for publishing, securing positions, and obtaining funding leads to a lack of transparency, which bears resemblance to the act of concealing knowledge (Hernaus et al., 2018).

The influence of gender on knowledge-hiding behavior within academic contexts may be significant (Zutshi et al., 2021). In a study conducted by Yang and Ribiera (2020), female academics exhibit a greater tendency to conceal information compared to their male counterparts. This behavior can be attributed to the uncertain emotions experienced by female academics about their colleagues.

The applicability of the inspiration behind knowledge hiding is not universally generalizable, and extant scholarly investigations have identified a multitude of contextual factors that contribute to the phenomenon of knowledge hiding (Zutshi et al., 2021). However, it is important to consider the contextual articulation of the effects of these factors, as will be discussed in the following overview.

The phenomenon of knowledge hiding, which is widely observed in work environments, has recently gained research interest, particularly within the past decade (Yang & Ribiere, 2020). The phenomenon of knowledge hiding has recently garnered heightened attention within the academic community of management scholars (Zutshi et al., 2021). Knowledge concealment in the academic community is a topic that has not been studied extensively, so far (Demirkasımođlu, 2016; Hernaus et al., 2018).

The phenomenon of knowledge concealment within academic institutions has only recently gained attention in scholarly literature, with even fewer studies conducted on this subject within public and private academic institutions (Anand et al., 2023). The investigation of knowledge concealment in higher education warrants scholarly attention, thus necessitating an examination of the underlying factors contributing to the limited discourse surrounding this phenomenon within the educational domain (Ghani et al., 2019). Limited research has been conducted on the phenomenon of knowledge hiding within the realm of higher education, specifically in universities. However, among the scarce existing studies, scholars have primarily concentrated on identifying the factors that precede knowledge-hiding behaviors (Zutshi et al., 2021).

Few studies have been conducted to investigate various variables related to knowledge hiding and its relationship with other factors. For instance, Huo et al. (2016) conducted a study in China, while Samdani et al. (2019) conducted their research in Pakistan. Additionally, Ghani et al. (2020) conducted a study in China as well. Therefore, KH is a general issue that frequently affects institutions' competitive advantage and needs more study (Sheidaee et al., 2022).

The aforementioned study sheds light on the phenomenon of knowledge concealment within the context of higher education, with a specific focus on its comparison to the field of management. The relationship between higher education atmosphere and knowledge concealment needs more study. It's also important to understand what motivates academic knowledge concealing and its consequences (Zutshi et al., 2021). This study investigates, to the best of the author's knowledge, the relationship between the various modes of knowledge-hiding and their effects on innovation and employee performance.

2. LITERATURE REVIEW

2.1 Knowledge-hiding

The notion of knowledge hiding, initially brought forth by Connelly et al. and other scholars in 2012, has a substantial historical background and was initially not recognized as a distinct concept by pertinent scholars during its nascent phase (Bai, 2020). The occurrence of knowledge hiding has been observed since the establishment of the knowledge management field (Serenko, & Bontis, 2016). Knowledge-hiding refers to the conscious and purposeful behavior of an individual who intentionally refrains from disclosing or conceals information that has been specifically requested by another individual (Connelly et al., 2012; Demirkasimoğlu, 2016; Ali, & Sağsan, 2021; Anand et al., 2023). Knowledge hiding refers to the intentional act of withholding or concealing information that has been specifically requested (Bogilović et al., 2017). The act of knowledge concealing refers to the intentional effort made by an individual to withhold or hide task-related information, ideas, and expertise that has been specifically requested by a third party (Hernaus et al., 2018). The concept of knowledge hiding pertains to the intentional actions taken by individuals within an organizational setting to withhold or conceal knowledge that has been requested by their colleagues or fellow members (Iqbal et al., 2020). There are ostensibly similarities or overlaps, as well as differences, between the phenomenon of knowledge concealing and other analogous concepts, such as knowledge sharing and stockpiling or hoarding (Ali, & Sağsan, 2021). The phenomenon of knowledge hoarding pertains to the conduct exhibited by individuals who possess knowledge but do not proactively offer to share it without being prompted to do so (Connelly et al., 2012; Demirkasimoğlu, 2016; Ali, & Sağsan, 2021). While knowledge sharing encompasses the collaborative utilization of shared knowledge to collectively pursue shared interests (Bogilović et al., 2017; Hernaus et al., 2018).

According to Bai (2020), the concept of knowledge concealing may be broken down into two distinct dimensions: active hiding and passive hiding. Active concealment is the strategy of postponing, feigning ignorance, or providing inadequate information when concealing information. Passive concealment is the deliberate withholding of information by an individual for personal gain, such as when someone else refuses to divulge it. According to Peng (2013), knowledge hiding is regarded as a distinct manifestation of counterproductive production behavior among knowledge workers. Furthermore, Peng (2013) views knowledge hiding as a construct that can be measured along a single dimension.

Knowledge hiding is a complex behavior that can be categorized into three distinct types, as identified by Connelly et al. (2012). Here exist three distinct plans employed for concealing knowledge from coworkers: evasive hiding, rationalized hiding, and playing dumb (Demirkasimoğlu, 2016; Bogilović et al., 2017, Iqbal et al., 2020, Akhlaghimofrad & Farmanesh, 2021; Ali, & Sağsan, 2021). Knowledge-hiding behaviors encompass intentional concealment, postponement of concealment, and justifiable concealment (Zhang, & Wang, 2021).

First, evasive hiding involves the act of providing incorrect or misleading information as a means of concealing knowledge (Demirkasimoğlu, 2016; Bogilović et al., 2017; Akhlaghimofrad & Farmanesh; 2021; Ali, & Sağsan, 2021). Second, rationalized hiding entails the presentation of a rational excuse to justify the concealment of knowledge (Demirkasimoğlu, 2016; Bogilović et al., 2017; Akhlaghimofrad & Farmanesh; 2021). Lastly, playing dumb involves feigning ignorance about the knowledge in question (Demirkasimoğlu, 2016; Bogilović et al., 2017; Akhlaghimofrad & Farmanesh; 2021). It is significant to note that despite the differences in method, all three strategies ultimately yield the same outcome (Akhlaghimofrad & Farmanesh; 2021).

It is evident from the foregoing discussion that the current corpus of literature lacks a cohesive consensus regarding the conceptualization and operationalization of knowledge concealing. Various scholars have put forth differing perspectives, positing knowledge hiding as a construct with three dimensions, two dimensions, or even just one dimension. The proposed conceptual framework of knowledge hiding, as presented by Connelly et al. (2012), is widely acknowledged in academic literature (Bai, 2020). In this study, the authors used the same three dimensions that were suggested by Connelly and colleagues (2012).

Earlier studies have examined the phenomenon of knowledge hiding within various institutional contexts, including profit-oriented organizations such as banking, consumer services, and manufacturing companies (Wang, Han, Xiang, & Hampson, 2018). However, it is important to note that this particular concept has received limited attention in academic research, as highlighted by Demirkasimoğlu (2016). Furthermore, it is worth noting that there is a dearth of existing research investigating the impact of knowledge hiding on both university innovation and employee performance within the specific context of higher education in Somalia. Therefore, this research is conducted within the framework of private universities in Mogadishu, Somalia, to investigate the extent to which academic personnel engage in knowledge concealment among their colleagues.

2.2 Knowledge Hiding and Employee Performance

Employee performance refers to an individual's subjective evaluation of their performance in carrying out their routine tasks and responsibilities within an organization (Andoh et al., 2019). Employee performance refers to the quality and amount of work completed by an employee in light of their given obligations (Izzah, Samsudin, & Supriyono, 2020). Employee performance can be defined as the degree to which an individual, who is employed by an organization, contributes to the attainment of the organization's goals and objectives (Abdullahi, Raman, & Solarin, 2020). Quantitative and qualitative components contribute to the success of a performance (Izzah, Samsudin, & Supriyono, 2020). In this study, the researchers operationalized employee performance by describing it in teaching and research performances.

Effective employee performance (EP) is vital for the sustainability of any business, as employees are the primary asset, contributing their top efforts to the institution's growth and success (Abdullahi, Raman, & Solarin, 2020). In a context where job security is uncertain, employees tend to withhold their knowledge to maintain a competitive edge (Zhang et al., 2020; Tian et al., 2022).

Various factors have been identified and discussed to comprehend the reasons behind certain employees engaging in knowledge concealment, as well as to explore strategies for mitigating such behavior (Ali, & Sağsan, 2021). Many internal and external variables impact employee performance. Intelligence, emotional intelligence, work stress, and motivation are internal elements. Company culture, remuneration, and management are external variables. Superiors should examine these elements to improve staff performance (Izzah, Samsudin, & Supriyono, 2020). Employees may withhold information for organizational or personal reasons, sometimes believing they own it, lacking confidence in coworkers, and feeling a sense of belonging (Yang, & Ribiere, 2020). It is

observed that employees exhibit a greater propensity to conceal complex knowledge, while individuals tend to withhold knowledge that holds significant value or pertains to personal matters (Černe et al. 2017). Having useful information may provide employees with a competitive edge over their peers. Thus, workers are more inclined to guard their knowledge as territoriality when they see it as valuable (Huo et al., 2016). In Western culture, the majority of employees are taught to value individual effort and compete for improved working conditions, including promotions, status, and salaries (Demirkasımođlu, 2016).

The phenomenon of knowledge hiding has a noteworthy influence on the performance of employees (Tian et al., 2022). In the majority of instances, the act of concealing knowledge has detrimental effects on organizations and the performance of their employees (Ali, & Sađsan, 2021). The employees who exhibit a negative attitude and involve in knowledge-hiding contribute to the creation of an unfavorable work environment (Tian et al., 2022). Knowledge concealing takes many forms and leads staff to behave differently, hurting corporate creativity, innovation, and performance (Demirkasımođlu, 2016).

In such a work environment, employees may experience a lack of trust among their colleagues and may not feel adequately prepared for their tasks (Tian et al., 2022). The phenomenon of knowledge hiding poses a hindrance to both employee and organizational performance, necessitating managers to ascertain effective strategies for mitigating its detrimental effects (Huo et al., 2016). As a result, the job performance of employees is frequently diminished as a consequence of knowledge concealment, primarily attributable to three factors: diminished problem-solving capabilities decreased decision-making abilities, and a deficiency in creative imagination (Tian et al., 2022).

The existence of an environment that promotes the concealment of knowledge is positively associated with employees' intentions to leave their organization (Serenko,& Bontis, 2016). Knowledge concealment may harm workplace relationships, generate mistrust, cause knowledge gaps, and impair individual and organizational performance (Hernaus et al, 2018). Knowledge concealing in organizations can substantially harm workplace relationships, foster mistrust among coworkers, result in knowledge disparities, and decrease persons and institutional performance (Anand et al., 2023).

In their recent study, Tian et al. (2022) undertook an investigation aimed at assessing the impact of knowledge hiding on employee performance. The results of the study indicate that when employees choose to hide their expertise, they tend to participate less in social interactions and information sharing. As a consequence, their productivity within the organization decreases. Moreover, according to the study conducted by Černe et al. (2014), it was observed that the act of concealing knowledge within an organization led to a sense of distrust among employees and hindered their ability to generate innovative ideas.

Furthermore, the loss of brilliant academics is the most damaging and important element in the reduction of research output, and an institution's image as a higher education provider based on its university rating is dependent on informed and devoted academics (Ainer, Subramaniam & Arokiasamy, 2018).

Top management worldwide rates employee performance as a key concern. To enhance employee performance, organizations focus on establishing effective talent management techniques (Abdullahi, Raman, & Solarin, 2020). The research mentioned above highlights a potential research gap regarding the impact of withholding knowledge on staff performance (Tian et al., 2022). It is important to address this gap to study how the practice of withholding knowledge may affect employee performance. The effect of knowledge hiding on the antecedents of employee performance has not been thoroughly examined in the context of Somalia. Based on the preceding comprehensive analysis of the pertinent theoretical literature, the present article posits the following research hypothesis: H1 Knowledge hiding affects employee performance

2.3 Knowledge Hiding and Innovation

The term "innovation" originates from the Latin word that signifies the act of renewing or altering (Lewa et al., 2017). The etymology of the term innovation reveals its Latin origin, which conveys the concept of "renewal,"

freshness, or change (Mohamed,2023). It has been extensively recognized that institutional innovation is derived from the fundamental process of creativity (Zhang & Wang, 2021). Any attempt to intentionally and purposely alter the educational system to improve it is referred to as innovation in education (Mohamed,2023). The capacity of higher education institutions to generate novel ideas is referred to as innovation. For example, innovative teaching methods, academic programs, and research initiatives are typically referred to as innovative products and processes (Ali et al., 2022). Consensus exists among various definitions regarding the concept of novelty, whether it pertains to the creation of new products or the enhancement of existing goods and services (Lewa et al., 2017). This study adapts the definitions by Ali et al., 2022 and Mohamed,2023.

The researchers have identified five dimensions that encompass the various aspects of organizational innovativeness. The previous discussion has revealed five dimensions, specifically: creativity, openness to new ideas, intention to innovate, willingness for risk-taking, and technological capacity for innovation (Kasim et al., 2012). While, different types of innovative behaviors might be categorized as progressive innovation or radical innovation (Zhang & Wang, 2021). Even though these dimensions of innovation have been linked to the success of higher education institutions (Ali et al., 2022). This study adopts teaching and product innovations.

Hence, within the scope of this research, innovation is defined as consisting of two distinct dimensions, specifically product and process innovations. The present study provides a definition of innovations within the educational context, encompassing the development of educational products such as teaching materials, curricula, courses, and research projects. Process innovation, on the other hand, refers to the implementation of new technologies in service delivery (Al-Husseini & Elbeltagi, 2013).

In light of the increasing dynamism of globalization and the marketplace, institutions are compelled to adjust their strategies to effectively respond to evolving community desires (Kasim et al., 2012). Thus, private institutions must innovate when introducing new academic programs, teaching techniques, and research initiatives to survive in a complex educational environment (Ali et al., 2022). While the significance of innovation in achieving institutional success is widely acknowledged, there remains a lack of comprehensive understanding regarding the underlying drivers of institutional innovation (Kasim et al., 2012). Enhancing the efficacy of scientific research innovation within universities holds considerable importance (Zhang & Wang, 2021).

The primary roles of universities, particularly research, and teaching, are the prominent domains where innovation is most apparent, serving as vehicles for the dissemination and production of knowledge (Ali et al.,2022). Universities serve as environments that foster the endeavors of intellectuals, philosophers, and researchers who are actively engaged in generating creativity, innovation, and research (Iqbal et al., 2022). The extent of innovative accomplishments within universities is primarily contingent upon the scientific research endeavors undertaken by individuals who possess a proclivity for innovation (Zhang & Wang, 2021).

The presence of institutional factors such as authority and power has the potential to impact the utilization of knowledge-concealing strategies within academic settings, thereby potentially influencing performance, innovation, and creativity (Demirkasımođlu, 2016; Akhlaghimofrad & Farmanesh, 2021). Behavior characterized by the concealment of knowledge produces a chain reaction of issues that are destructive to the creativity, innovation, and performance of an organization (Demirkasımođlu, 2016). However, the propensity of individuals to be involved in knowledge-hiding conducts has the potential to diminish their creativity and limit the flow of information (Bogilović et al., 2017). The research findings indicate that the act of concealing knowledge behavior had a detrimental impact on the creative abilities of employees (Černe et al., 2014; Demirkasımođlu, 2016). The findings from the empirical analysis indicate that the act of concealing knowledge has a notable adverse effect on the process of innovation (Zhang & Wang; 2021). Numerous scholars have provided evidence to support the notion that concealing knowledge acts as an obstacle, resulting in the downfall of innovative projects, impeding employees' innovative work behavior, and stifling employee creativity (Černe et al. 2017; Zhang & Wang; 2021). The phenomenon of knowledge-hiding behavior is known to engender a cycle of mistrust, ultimately leading to a decline in employees' creative output (Iqbal et al., 2020). The act of concealing knowledge can have detrimental effects on individual innovative work behavior, interpersonal relationships, and both institutional and staff performances (Ali & Sađsan,

2021). Knowledge concealment behavior has been identified as a significant factor that contributes to a range of issues, ultimately leading to the detriment of institutional creativity, innovation, and performance (Cerne et al., 2014; Demirkasimoğlu, 2016; Iqbal et al., 2020). Consequently, the focal point of numerous scholars has shifted towards finding strategies to mitigate or eradicate the potential risks associated with knowledge hiding to foster organizational innovation (Zhang & Wang; 2021).

However, during the implementation of organizational innovation, individuals who possess innovative qualities tend to exhibit behaviors that hinder the sharing of knowledge, which is in contrast to the desired outcome of knowledge sharing (Zhang & Wang, 2021). The precise association among knowledge hiding and creativity remains unclear in the context of intercultural interactions (Bogilović et al., 2017). Moreover, there is a scarcity of research examining the correlation among knowledge concealment and innovation as well as creativity within the current body of literature (Zhang & Wang, 2021). Improved performance in scientific research innovation in universities is crucial, as achievements depend on the research activities of innovative individuals. Studying knowledge hiding's negative impact on innovation is of great importance (Zhang & Wang, 2021). Hence, the investigation into the potentially detrimental effects of knowledge hiding on innovation holds significant research merit. Following the aforementioned critical review of the relevant theoretical literature, the study hypothesis presented in this article is as follows:

H2 Knowledge hiding hurts innovation.

2. 4 Theoretical Framework

2.4.1. Social Exchange Theory

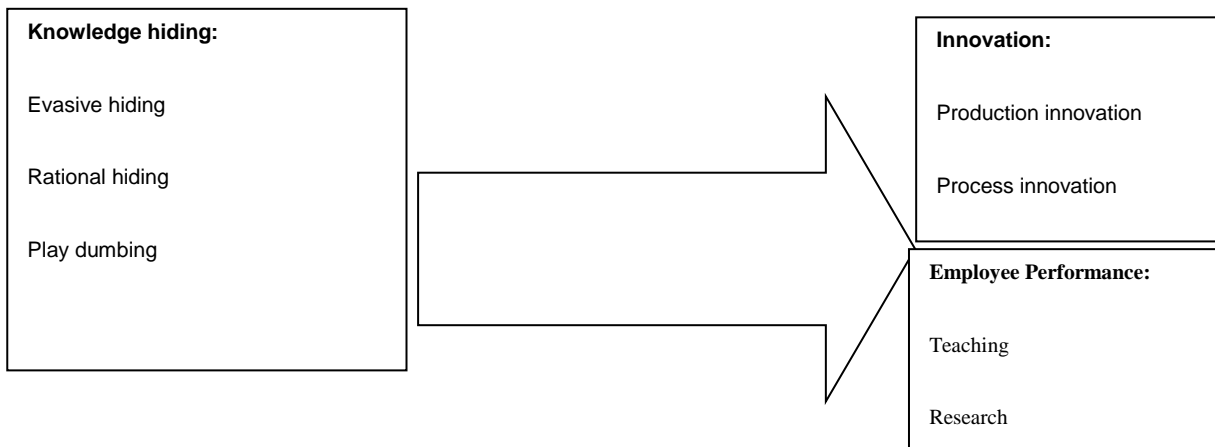
The theory of social exchange theory presented by sociologist George Homans in 1958 will guide this research (Homans, 1958). This theory describes the behavior of human being involved in the exchange process within a social system and explains that individuals are driven by their interest; this means that an employee shares knowledge with their colleagues because they hope to receive somewhat of value in return (Serenko & Bontis, 2016). Besides, a relationship based on reciprocal exchanges involves psychological contracts and mutual obligations (Wang, Han, Xiang, & Hampson, 2018).

The decision to utilize this particular methodology for the study was based on its established track record in examining various facets of human behavior, such as knowledge sharing and withholding (Liu et al., 2012; Serenko & Bontis, 2016). Moreover, there are hypothetically and empirically grounded discussions that reciprocation (give and take) plays an essential role concerning knowledge-sharing behavior and human beings may give and take not only positive actions and also negative ones (Liao, 2008; Serenko & Bontis, 2016). Besides, this behavior would successively hinder the knowledge of the hider's creativity, interpersonal distrust, and performance (Černe, Nerstad, Ch, & Škerlavaj, 2014). This study aims to extend the application of this theory to hypothesize that the three types of knowledge hiding affect university innovation and employee performance.

The theoretical and empirical contributions will make within a knowledge-hiding context because this concept is essential and can directly determine the level of performance, career development, financial performance, and nonfinancial rewards (Wang, Han, Xiang & Hampson, 2018). The theoretical model tested using data collection from respondents from private universities in Mogadishu.

2.5 Research Model

Upon careful examination of the aforementioned studies, the researchers have formulated a conceptual framework that has the potential to be substantiated through empirical investigation. Empirical research has established a correlation between knowledge hiding, innovation, and employee turnover intentions. The inquiry regarding the nature of the connection, whether it is positive or negative, arises. Figure 2.1 illustrates the aforementioned correlation and endeavors to ascertain whether it exhibits a positive or negative relationship. The present study adopts the following conceptual research model:



Source: The Researchers

3. METHODOLOGY

3.1 Research Design

This research was carried out to present a complete picture of the effect of knowledge hiding, university innovation, and employee turnover intentions. The survey employs an explanatory research methodology that allows for the evaluation of the natural occurrence of knowledge hiding, university innovation, and employee turnover intentions. Explanatory research aims to provide a comprehensive understanding of the fundamental causes and mechanisms that drive different phenomena (Neuman, 2014). Its primary goal is to generate, enhance, refine, or empirically validate hypotheses (Neuman, 2014; Saunders, Lewis, & Thornhill, 2019). Explanatory studies within the field of social science frequently prioritize the elucidation of causal connections that exist between multiple social phenomena (Neuman, 2014). These analyses, commonly referred to as causal analyses, involve the formulation and examination of hypotheses about specific causal relationships (Grønmo, 2019). Nevertheless, explanatory research, on the other hand, investigates a scenario or issue to explain the relationships between variables (Saunders, Lewis, & Thornhill, 2019). This study uses an explanatory research approach to investigate the nature of the connection that exists between knowledge hiding, university innovation, and employee turnover intentions.

3.2 Target Population

The inception of higher education in Somalia can be traced back to the year 1954 when it was established under the auspices of the United Nations trusteeship during the colonial era (Mohamed, 2023). During that period, there existed a solitary institution of higher education, which was a relatively modest university comprising solely two faculties. The Somali National university established in 1954, stands as the sole higher education institution in the country (Eno et al., 2015; MoECH, 2022; Mohamed, 2023). The disintegration of Somalia's central government in 1991 resulted in a civil conflict that had detrimental effects on various institutions, including higher education. In the year 1999, various stakeholders including the local community, diasporas, religious groups, and international non-governmental organizations collaborated in a collective effort to reinstate the higher education system (HIPS, 2013; Mohamed, 2023). In the central city of Mogadishu, Somalia, there has been a notable expansion in the higher education sector. This growth is evidenced by the coexistence of 20 privately owned universities alongside a single state-owned university (HIPS, 2013). According to a recent statistical study conducted by the Iftin Foundation in 2019, it has been reported that Mogadishu, the capital city of Somalia, is home to a single state-owned university and a total of 62 privately-owned universities. In the year 2020, the country had a total of 118 universities, whereas, in 2021, only 41 of these universities obtained official recognition from the National Commission of Higher Education. Among the total 118 educational institutions, a majority of 83 universities, or 70 percent, are located

within the Banadir region. The remaining 35 universities are distributed across various cities within the country. Out of the 41 institutions recognized by the Commission for Higher Education, a majority of 29 universities (approximately 71 percent) are situated within the region of Banadir (MoECH, 2022). All institutions in Somalia employed a total of 2,501 lecturers, with varying numbers of lecturers at different universities (HIPS, 2013; MOECHE, 2017). The researchers chose 29 universities located in Mogadishu that have received recognition from the Commission for Higher Education. The current study centers its attention on the phenomenon of knowledge hiding, its impact on university innovation, and its relationship with employee turnover intentions.

3.3 Sample and data collection

The participants were selected through the utilization of a random sampling methodology, which aimed to guarantee an equitable opportunity for all individuals to be included in the study. The study participants were chosen from the faculties of private universities in Mogadishu, specifically including lecturers and administrative staff. The researchers employed three distinct channels of distribution to enhance the specificity of the questionnaire dissemination process. First, the authors individually handed the questionnaires to the staff members of the academic institutions. Second, the deans and administrative personnel of private universities assisted researchers with the completion of questionnaires via the online questionnaire system. Thirdly, researchers contacted faculty members through an online questionnaire system with the assistance of our counterparts operating as faculty members in selected institutions. A total of 130 questionnaires were distributed among the faculty members, yielding 120 questionnaires that were deemed usable.

3.4 Measures

The measuring scales utilized in the study were derived from earlier research. There are three categories of knowledge hiding: Evasive hiding has four items; playing dumb has four items as well; and rationalized hiding was measured with four components, as outlined in the study conducted by Connelly (2012). The set of innovation items comprises thirteen questions, as derived from the research conducted by Al-Husseini and Elbeltagi (2013). Finally, seven questions or items related to employee performance were taken from Murphy's (2014) study. All the items were rated using a five-point Likert scale, which encompassed a spectrum ranging from strongly disagree to strongly agree. The study encompassed a total of 32 questions.

3.5 Data Analysis

In this study, a combination of descriptive and inferential statistical approaches was used. The data was analyzed by the researchers using measurement modeling and structural modeling techniques implemented through Smart PLS (version 4). Initially, descriptive statistics were employed to examine the demographic characteristics of the individuals who were included as participants in the study. Furthermore, the measurement modeling approach was employed to assess the instrument's reliability and validity. Subsequently, an analysis employing structural equation modeling was conducted to examine the interrelationships among the variables utilized in the research model.

4. RESULTS

4.1 Demographic information

The researchers focused their emphasis on five different elements that were used for the goal of acquiring significant demographic information in regard to the study. The gender of the participants was the first demographic factor that was investigated for this research. Among the total of 120 participants, 111 of them self-identified as being male, while just 9 of them self-identified as being female. The results of the research indicated a prevalent male dominance within the study, which may be linked to cultural elements within the nation that lead to a disproportionate presence of males in the workforce. The age of the participants is the subject of the second demographic variable, which focuses on participant characteristics. There were a total of 120 participants in the study; 47 of them were under the age of 30, 60 of them were between the age range of 30 to 39 years, 12 of them were above the age of 40, and one person was older than 50 years. The findings demonstrate that the majority of

participants were in the age range of 30 to 39 years old. According to the findings, this indicates that the majority of respondents are millennials and were born after the year 1980.

The third variable under consideration pertains to the demographic characteristics of the participants, specifically their work experience. Among the total sample size of 120 participants, it was found that 79 individuals had less than ten years of work experience, while 34 participants had work experience ranging between 10 and 19 years. Additionally, 6 respondents reported having work experience between 20 and 29 years, while only one participant indicated having work experience exceeding 30 years. The findings demonstrate an increase in the participants' level of expertise within the private universities located in Mogadishu.

Furthermore, the fourth demographic variable pertains to the participants' educational attainment. Among the 120 individuals included in the study, 96 individuals possess a master's degree, 12 individuals hold a bachelor's degree, 11 individuals have obtained a Ph.D., and one individual possesses a diploma. The findings show that individuals with a diploma certificate face limited prospects in pursuing higher education. Additionally, the study reveals a shortage of individuals holding Ph.D. degrees in private universities located in Mogadishu. The participants' job status is the fifth and final demographic variable. Out of 120 participants, 106 are permanent employees, and 14 are part-time staff. In addition, this demonstrates that these educational institutions only employ a limited number of part-time lecturers. The demographic information of the study is provided in Table 1.

Table 1: Demographic information

NO	VARIABLE	FREQUENCY	PERCENT
1	Gender		
	Male	111	92.5
	Female	9	7.5
	Total	120	100
2	Age		
	Under 30	47	39
	30-39	60	50
	40-49	12	10
	50-59	1	1
	Total	120	100
3	Experience		
	Less than 10 years	79	66
	10-19 years	34	28
	20-29 years	6	5
	Over 30 years	1	1
Total	120	100	
4	Education Status		
	Diploma holders	1	1
	Bachelor degree	12	10
	Master	96	80
	PhD	11	9
	Total	120	100
5	Employment Status		
	Fulltime	106	88
	Part-time	14	12
	Total	120	100

4.2 The Measurement Model (Outer Model)

The Measurement Model incorporates the evaluation of construct quality, which includes both reliability and validity evaluations. The assessment of the measurement model's reliability and validity involved the examination of various indicators, including factor loadings, composite reliability (CR), average variance extract (AVE), discriminant validity and VIF for multicollinearity. The findings of the study are displayed in Tables 2 and 3.

4.2.1 Constructs loadings, composite reliability, AVE and VIF for multicollinearity

Table 2.

Variables	Indicators	Loading	CR	AVE	VIF
Evasive hiding	Eva01	0.716	0.871	0.628	1.498
	Eva02	0.856			1.469
	Eva03	0.813			1.805
	Eva04	0.780			1.938
Playing dumb hiding	Play01	0.811	0.893	0.676	1.609
	Play02	0.864			1.730
	Play03	0.860			2.212
	Play04	0.747			2.120
Rationalized hiding	Rat01	0.733	0.830	0.550	1.227
	Rat02	0.782			1.227
	Rat03	0.755			
	Rat04	0.695			
Employee Performance	EP01	0.804	0.842	0.728	1.274
	EP02	0.900			1.274
Process Innovation	PI01	0.825	0.906	0.659	2.016
	PI02	0.825			2.305
	PI03	0.755			2.273
	PI04	0.825			2.206
	PI05	0.826			2.088
Product Innovation	PROI01	0.755	0.836	0.560	1.391
	PROI02	0.774			1.372
	PROI03	0.740			1.369
	PROI04	0.724			1.536

Before doing the data analysis, testing was done on the measurement model. The researchers have conducted an examination of both the construct validity and internal consistency of the measurement model. When scholars are reporting a measurement model, they should begin by conducting an assessment of the factor loading. Based on the recommendation proposed by Chin (1998), factor loadings that fall within the range of 0.5 to 0.7 are considered to be acceptable. Factor loadings indicate the extent to which an item accurately reflects the latent construct it is intended to measure. According to Vinzi, Chin, Henseler, and Wang (2010), it is generally recommended to have factor loadings above .70. However, it is common for researchers in social science studies to observe outer loadings that are weaker, falling below the threshold of 0.70. Nevertheless, it is not advisable to delete an item if the loading is below 0.70. Alternatively, it is advisable for the researcher(s) to evaluate whether the removal of an item would result in a substantial enhancement of the Composite Reliability and Average Variance Extracted (AVE). According to Hair et al. (2022), indicators with factor loadings between 0.40 and 0.70 should only be considered for elimination if removing them improves internal consistency reliability or convergent validity. Based on the results, it has been determined that only 23 of the indicators satisfy the criteria for the threshold value. The factor loading values demonstrated a range from 0.695 to 0.900, all of which were considered to be acceptable. According to Vinzi et al. 2010, the values of the average variance extracted (AVE) should be higher than 0.50. In addition, Hair et al. (2022) suggest that, in order to evaluate convergent validity, the average variance extracted (AVE) should reach a minimum threshold of 0.5. The AVE values for each measure were found to be within a satisfactory range, ranging from 0.55 to 0.728. The results indicate that each numerical value exceeds the established threshold. Finally, the utilization of composite reliability (CR) was ultimately implemented, and subsequent examinations were conducted to evaluate the construct reliability's level of quality. The findings indicate that all variables exceeded the specified requirements. The findings indicate that all variables exceeded the specified requirements. The measured CR values ranged from 0.830 to 0.906, indicating that they fall within an acceptable range. et al.,2010; Rahi, 2017 & Hair et al., 2022). The study employed two distinct methods to evaluate discriminant validity, as shown in Table 3.

4.2.2. Validity

Validity refers to the evaluation of whether a scale effectively captures and measures the intended concept. The assessment of construct validity involves the establishment of both convergent and discriminant validity (Henseler, Ringle, & Sarstedt, 2015; Sarstedt, Ringle, & Hair, 2021; Hair et al., 2022). Convergent validity refers to the extent to which a latent construct effectively accounts for the variability observed in its indicators (Hair et al., 2022). The establishment of convergent validity is achieved through the utilization of two separate methodologies: factor loading and average variance extracted (AVE) as shown in Table 3.

Discriminant validity refers to the degree to which a construct is empirically distinct from other constructs (Hair et al., 2022). Therefore, the establishment of discriminant validity signifies that a construct possesses distinct characteristics and encompasses phenomena that are not accounted for by other constructs within the model (Hair et al., 2022). Chin and Fornell-Larcker have proposed two methods for assessing discriminant validity in partial least squares (PLS) analysis (Rahi, 2017). In SMART-PLS, the establishment of discriminant validity is accomplished by the use of three distinct methods: Fornell and Larcker Criterion, Cross Loadings, and Heterotrait-Monotrait (HTMT) Ratio. s (Henseler, Ringle, & Sarstedt, 2015). The Fornell-Larcker criteria, as depicted in Table 3 and 4,

Variables	PDH	EP	EH	PI	Pro d.l	RH
Playing dumb hiding (PDH)	0.822					
Employee Performance (EP)	0.380	0.853				
Evasive hiding (EH)	0.460	0.410	0.7 93			
Process Innovation (PI)	0.096	0.210	0.2 26	0.812		
Product Innovation (Prod.l)	0.057	0.176	0.1 97	0.689	0.7 49	
Rationalized hiding (RH)	0.637	0.399	0.4 95	0.076	0.1 53	0.7 42

The Fornell-Larcker criteria is a prominent method for measuring model discriminant validity. According to this criteria, a construct's square root of average variance must be bigger than its correlation with any other construct (Henseler, 2015; Hair et al., 2022). All constructs demonstrate independence from each other, thereby confirming the presence of discriminant validity. The study's results indicate that the model demonstrates a notable degree of discriminant validity, as illustrated in Table 3. The study employed the use of heterotrait monotrait ratio (HTMT) to assess discriminant validity, as illustrated in Table 4.

Table 4. Heterotrait Monotrait Ratio (HTMT)

Variables	PDH	EP	EH	PI	Prod.l	RH
Playing dumb hiding (PDH)						
Employee Performance (EP)	0.508					
Evasive hiding (EH)	0.552	0.562				
Process Innovation (PI)	0.107	0.264	0.241			
Product Innovation (Prod.l)	0.143	0.302	0.249	0.893		
Rationalized hiding (RH)	0.822	0.556	0.627	0.244	0.270	

The Heterotrait-Monotrait Ratio (HTMT) was developed by Henseler, Ringle, and Sarstedt in 2015. The observed values of HTMT should be below the specified threshold value of HTMT. The values under consideration are 0.85 and 0.9 (Henseler et al., 2015). According to Hair et al. (2022), the HTMT ratio test reveals that the HTMT results must be less than 0.90. The results indicate that the criterion of discriminant validity has been met, and the study's findings provide substantial evidence of discriminant validity for the model, as shown in Table 4. The study employed the Goodness of Fit method to assess the adequacy of the model fit, as illustrated in Table 5.

Table 5: Summary of the Measurement Model's Goodness of Fit Indices

Fit indices	SRMR	D-ULS	DG	NFI
Value in study	0.146	5.890	1.035	0.565
Suggest value	< 0.10	>0.05	>0.05	>0.90

The goodness-of-fit index (GoF) was one of the initial indices suggested to tackle this matter, providing a pragmatic method for evaluating the overall validity of the PLS model (Hu & Bentler, 1998). Prior to conducting the model testing, an examination of the model's fit was performed using five model fitting factors: SRMR (Root Mean Square Residual), D_LS (Squared Euclidean Distance), D_G (Geodesic Distance), NFI (Normed Fit Index), and Chi-square indexes. The standardized root mean square residual (SRMR) is a statistical measure that quantifies the discrepancy between the observed correlation matrix and the correlation matrix predicted by the model. A value below 0.146 is generally considered indicative of a satisfactory fit (Hair et al., 2022). The application of goodness of fit allows for the mitigation of potential inaccuracies in the model specification (Hair et al., 2022). The findings suggest that the standardized root mean square residual (SRMR) meets the acceptable threshold. Dijkstra and Henseler (2015) introduced two distinct methods, namely d_LS (Squared Euclidean Distance) and d_G (geodesic distance), for computing the discrepancy. The statistical significance of the empirical correlation matrix should not exceed a threshold of $p > 0.05$. Based on the findings of the research, it can be concluded that both d_LS and d_G meet the required criteria, thus establishing their acceptability. The fourth metric under consideration is the Normed Fit Index (NFI), an incremental fit measure that involves the calculation of the Chi-square value for the proposed model and its subsequent comparison to an appropriate reference point (Hu & Bentler, 1998). The NFI (Normed Fit Index) is a statistical measure that ranges from 0 to 1. A value above 0.90 is considered indicative of a well-fitting model (Hu & Bentler, 1998). The numerical value of the NFI (Normalized Fit Index) was determined to be 0.565, indicating that it falls below the threshold of 0.9. There is a minimal disparity evident. Hence, it can be concluded that the model utilized in this study demonstrates a satisfactory level of overall fit. Table 5 presents the analysis of model fit.

4.3 Structural Model Analysis

The evaluation of the structural model is a critical stage that entails determining the significance and meaningfulness of the proposed structural relationships. In order to evaluate the quality of the model, various measures were employed as suggested by Hair et al. (2022). These measures included assessing collinearity among the constructs, determining the coefficient of determination (R^2), evaluating cross-validated redundancy (Q^2), examining the significance and relevance of path coefficients, and analyzing the effect size (f^2). The specifics pertaining to each individual step are provided in the following section.

4.3.1 Collinearity

This study investigates potential collinearity among the predictors in the structural model by analyzing each set of predictors. The findings indicate that there is minimal collinearity among the predictor constructs in the structural model, as evidenced by the Variance Inflation Factor (VIF) values falling below the threshold of 5. Thus, collinearity is not a concern in this study (Vinzi et al. 2010). The findings of the study are displayed in Table 2.

4.3.2 The coefficient of determination (R^2)

The coefficient of determination (R^2) is a standard statistic for structural model explanatory power (Hair et al., 2012). The coefficient of determination (R^2) measures a model's prediction accuracy. The model's dependent variable is the result. To be adequate, Falk and Miller (1992) propose R^2 values over 0.10. Social science researchers may use R -square values between 0.10 and 0.50 if some or most explanatory factors are statistically significant (Ozili, 2023). According to Cohen (1988), the evaluation of R^2 values for endogenous latent variables is conducted in the following manner: 0.26 is considered substantial, 0.13 is considered moderate, and 0.02 is considered weak. The R -Square value for employee performance is 23.2 % in Table 7. Evasive, play dumb, and rational knowledge-hiding determine 23.2 % of employee performance variance. Table 7 shows that the R -Square value for innovation (product and process) is 10.3%. Evasive, play-dumb, and rational knowledge concealment

account for 10.3% of innovation (product and process) variance. The findings of the study align with the recommendations put forth by Cohen in 1988; Falk and Miller in 1992. The research results are presented in Table 7.

Table 7: R2

Variables	R-square	R-square adjusted
Employee Performance	0.232	0.212
Innovation	0.103	0.053

4.3.3 The significance and relevance of path coefficients

The bootstrapping methodology was employed to perform the analysis of p-values and T-values, utilizing a total of 5000 replicates. The research found a statistically significant positive correlation between evasive hiding, employee performance, and process innovation (p-value 0.003, 0.029; $p < 0.05$). As a result, the null hypothesis (H1) is deemed invalid. The study conducted by evasive hiding and product innovation revealed a statistically significant negative association between the variables (p-value 0.082; $p > 0.05$). Furthermore, a negative and statistically significant association was found between the act of concealing information in a rational manner and both employee performance and innovation dimensions ($p = 0.066, 0.293, 0.331$; $p > 0.05$). Thus, the confirmation of the second hypothesis (H2) has been obtained. Nevertheless, the study found a statistically significant negative association (p-value > 0.05) between the act of Play Dumb hiding and employee performance and innovation elements. The p-values for this association were 0.108, 0.328, and 0.211, respectively. Therefore, the hypothesis (H3) has been accepted. The study's findings indicate a significant relationship between the different dimensions of knowledge hiding and employee performance and innovation factors. The results of the study are presented in Table 8.

Relationships	T statistics	p values	Results
Evasive hiding -> Employee performance	2.721	0.003	H1a rejected
Evasive hiding -> Process Innovation	1.892	0.029	H2a rejected
Evasive hiding -> Product Innovation	1.392	0.082	H2b accepted
Rational hiding -> Employee performance	1.509	0.066	H1b accepted
Rational hiding -> Process Innovation	0.546	0.293	H2c accepted
Rational hiding -> Product Innovation	0.437	0.331	H2d accepted
Play dumb hiding -> Employee performance	1.238	0.108	H1c accepted
Play dumb hiding -> Process Innovation	0.445	0.328	H2e accepted
Play dumb hiding -> Product Innovation	0.803	0.211	H2f accepted

4.4. DISCUSSION

4.4.1 The Effect of Knowledge Hiding On Employee Performance

The findings of the research demonstrate that the adoption of evasive hiding behavior exerted a notable impact on the overall performance of employees. The p-value of 0.003 in this study indicates that there is a statistically significant relationship between a high level of evasive hiding and improved employee performance in private universities in Mogadishu. The findings of the current study exhibit similarities with prior research conducted by (Akhlaghimofrad & Farmanesh, 2021; Mufassara & Rajee, 2022). While, the study's findings indicate that both rational hiding and playing dumb hiding have a negative impact on employee performance, as evidenced by the p-values of 0.066 and 0.108. The present study's results are consistent with previous research by (Connelly and Zweig, 2015; Tian et al., 2022).

4.4.2 The Effect of Knowledge Hiding On Innovation

The findings of the study indicate that the act of evasive hiding has a positive impact on the enhancement of process innovation. The obtained p-value of 0.029 in the present study suggests the presence of a statistically significant association between a heightened degree of evasive hiding and enhanced process innovation within

private universities located in Mogadishu. The present study's findings demonstrate resemblances to previous research conducted by Mufassara and Rajee (2022). However, the study's results show that playing dumb hiding and rational concealing both have a detrimental effect on process innovation, as shown by the p-values of 0.293 and 0.328, respectively. The findings of the current study are in line with those of other studies (Wang et al, 2018; Zhang & Wang, 2021; Tian et al., 2022). Ultimately, the findings indicate that each aspect of knowledge hiding has a detrimental impact on product innovation, as evidenced by the respective p-values of 0.082, 0.331, and 0.211. The results of the present study align with prior research conducted by (Wang et al. 2018; Bari et al. 2019; Zhang & Min, 2019; Zhang & Wang, 2021; Tian et al. 2022).

CONCLUSIONS AND SUGGESTIONS

The presence of a statistically significant correlation between the three variables indicates that the act of evasive hiding is associated with a favorable influence on employee performance and process innovation. There exists a positive correlation between the extent to which private universities in Mogadishu employ evasive hiding strategies and their impact on employee performance and process innovation.

Playing dumb hide and rational hide has a significant and negative impact on employee performance and innovation characteristics. Consequently, the presence of playing dumb hide and rational hide within the private universities of Mogadishu is expected to lead to a decline in employee performance and innovation aspects. Therefore, if there is an increase in the number of private universities in Mogadishu that engage in playing dumb hide and rational hiding, employee performance and innovation dimensions are likely to decrease. According to the study's conclusions, private colleges should encourage all administrators to participate in critical assessment and prevent play-dumb hiding and rational hiding. In addition, there should be a proper code of conduct including knowledge concealment that raises awareness among the personnel. This study investigates the phenomenon of knowledge concealing in relation to employee performance and innovation dimensions within the context of Mogadishu's private universities. Consequently, it can be challenging to derive global conclusions from the results. In the future, study may be carried out in other cities across Somalia. The researchers directed their attention towards the evaluation and assessment of the effects of knowledge hiding on employee performance and indicators of innovation. This study should also be conducted at other institutions to obtain more generalizable findings. Hence, it is recommended that forthcoming research should prioritize cross-cultural and comparative studies encompassing diverse nations and sectors. In order to obtain more sophisticated outcomes, prospective researchers may further enhance their investigations by expanding the sample size, exploring alternative sample groupings, and employing additional data-gathering methodologies.

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