Role of Social Capital and Organizational Culture for Knowledge Sharing Attitude: A Feminine Perspective from Higher Education

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Considering the social capital theory, the current study establishes a comprehensive model by considering the role of social capital enhanced by organizational culture in shaping the attitude towards knowledge sharing. Faculty members of two leading women's higher education institutions generated 204 responses via a closed-ended questionnaire. A positive and statistically significant relationship is found between all three dimensions of social capital and the knowledge-sharing attitude. The moderating effect of collectivistic culture and its two sub-dimensions has also been investigated. Each dimension of collective culture moderates the relationship for different dimensions of social capital. This feminine-specific study enhanced the higher education managers' understanding of the significance of interpersonal ties, social trust, and shared norms in acquiring, exploiting, and sharing knowledge resources in higher education institutes in Pakistan.

Keywords: *Social capital, knowledge sharing, organizational culture, higher education.*

Introduction

Over the past few decades, the world has moved towards a 'knowledge economy' where intellectual inputs are more imperative than physical activities or natural resources. A knowledge economy augments the products and services that originate from extensive knowledge pursuits that accelerate the progression of the current corporate world. Many companies in the financial sector depend more on knowledge production and propagation within the firm (Powel & Snellman, 2004). Much literature supports knowledge sharing as a competitive advantage in the contemporary aggressive world (Barney, 1991; Grant, 1996).

The firms' socialization, absorption, and innovation capacities are significantly enhanced with knowledge-sharing intentions and materializing them precisely (Liao et al., 2007; Liu & Phillips, 2011). The worldwide business environment is quickly becoming more aggressive, and therefore, the customary components of generation ashore, work, and capital have become less significant in managing business. Organizations focus more on the cultural and social factors for their success in the marketplace, giving more importance to knowledge sharing (Mohan, 2022). Knowledge sharing is the most functional and plausible tactical solution for an

ever-changing competitive environment to control and exchange information inside and outside the organization.

Knowledge needs to be shared by every individual to get its impact on the aggregate knowledge of the organization (Tong et al., 2015). The critical antecedents of the sharing attitude fall into two major categories: a) individual, where knowledge-sharing intentions are grounded upon employees' intrinsic or extrinsic motivation, and b) social, where social relationships influence the knowledge-sharing intentions. Effective dissemination of knowledge among the right people in the organization helps in enhancing the decision-making power of employees (Hussaini et al., 2024)

Literature to date supports the role of social capital in shaping intentions to share knowledge, but the magnitude of the relationship varies from study to study. The essential link missing between social capital and actual knowledge sharing is organizational culture. Social capital enhances knowledge discussions, but this capacity cannot be triggered unless a conducive culture supports the process. Under the constant fear of exploitation, an employee's tacit knowledge remains until he finds the encouraging culture to share openly. An organization is just like a society in which employees and other members of a firm act like society participants due to the norms and culture prevailing in an organization's cores.

Social capital, in the form of interpersonal ties, exists between the members of the organization, which coordinate them in the formal structure of communication and relationship (Connolly & Johnson, 1996; Ting-Toomey, 1986). Social capital contributes to bonding and bridging among an organization's members, which helps form strong communication ties (Chen & Li, 2024). Interpersonal ties are essential to ensure the spread of organizational knowledge on its premises as they construct a hierarchy in which members interact with each other to transfer learning. Members of an organization, including subordinates as well as supervisors, attach either formally or informally to produce the best for the company, and in this regard, knowledge sharing is the most refined word for sharing experiences at work (Fahrenfort et al., 2012; Rozzell et al., 2014).

Sharing is not just confined to job-related information but also extends to behaviors (Bock et al., 2005; Ma & Yuen, 2011; Zhou & Li, 2012), which are also an essential part of an organization. For this sharing, employees must have vital interpersonal networking, shared language, and shared goals for which they join hands on all fronts (Riege, 2005). Information sharing using networks within an organization helps reduce costs and increase productivity (Alexis et al., 2024). So, it can be stated that social capital dimensions contribute some variance in attitudes towards sharing knowledge, but the broad statement necessitates empirical evidence.

The most crucial question for the universities competing in the current aggressive environment is how to exploit the knowledge resources of the institute and make it a matchless core competency. In conjunction with knowledge utility, higher education institutes are engrossed in finding the desirable cultural settings that can endow a conducive environment for transferring and documenting the tacit knowledge of experienced faculty members. Literature supports organizational culture as one of the significant factors in shaping knowledge-sharing attitudes (Aarons & Sawitzky, 2006; Baird et al., 2011; Henri, 2006) and directing the energies of social ties toward knowledge creation and sharing.

The contribution of culture varies significantly as the geographical boundaries change. We cannot safely conclude the impact of cultural dimensions on Pakistan as for Western or US companies. A recent study came up with the idea of analyzing the significance of our social bonds, shared goals, and cultural values of the organization in terms of a sharing attitude. De Long and Fahey (2000) stated that an organization's culture affects knowledge-related behaviors in four ways. First, culture characterizes norms for which knowledge is essential;

second, it makes the background in organization for social communications; third, it facilitates the relationships between personnel and organizational knowledge; and it affects the reception and formation of new knowledge. Generally, networks make it easy to access knowledge. Access to knowledge is significant but insufficient, as our interest lies in the circumstances that accelerate knowledge sharing. (Inkpen & Tsang, 2005).

Our focus in this study is to examine how these network ties affect the organization's ability to share knowledge. Therefore, this study is conducted to analyze and empirically investigate the role of social ties in shaping employees' attitudes toward knowledge sharing. This research has also revealed facts about the conducive organizational culture that can direct an employee's energies toward acquiring and sharing knowledge resources. The present study addresses three basic research questions: a) Is social capital strong enough to shape employees' attitudes to share their knowledge in a knowledge-intensive institution of higher education? b) Does all the structural dimensions of the social capital show an equally significant relationship with the knowledge-sharing attitude? c) how much influence can a collective culture impart in directing social ties' energies toward knowledge sharing?
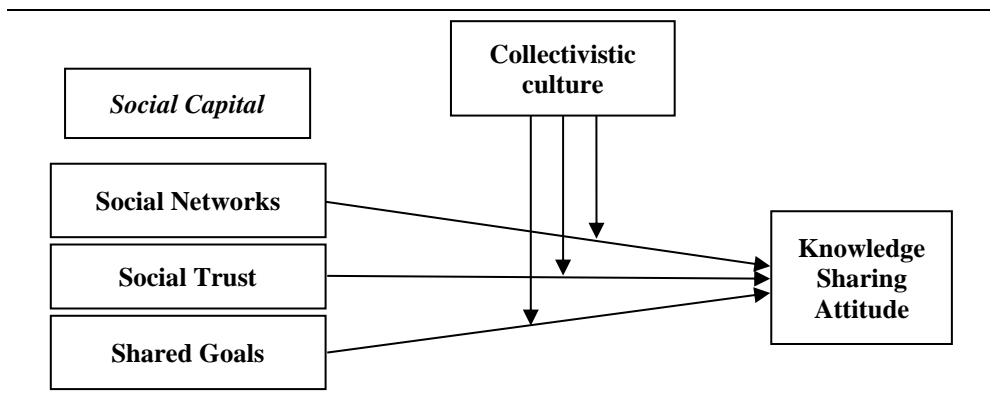

Figure 1: Conceptual Framework of the Study

The study framework conceptualizes that each dimension of social capital, i.e., social networks, trust, and shared goals, can be considered potential antecedents of knowledge-sharing attitude separately. Furthermore, results will reveal their contribution to predicting knowledge-sharing attitudes. With the introduction of collectivistic culture as a moderator, variation in the contribution of all three dimensions of social capital toward a knowledge-sharing attitude is analyzed.

Literature Review

Relationship between Social Capital and Knowledge Sharing Attitude

Social Cognitive theory says human behaviors are reciprocal interactions of behavior, social network, and personal factors. Personal behaviors are influenced by network ties (Bock et al., 2005). So, the behavior of sharing knowledge is primarily shaped by social ties among the players. Taking Bandura (1982), employees will voluntarily share knowledge only if they are confident of their ability. Bock et al. (2005) supported the idea of reciprocal relationships in enhancing knowledge sharing within a unit. Social capital explicitly shares goals and boosts knowledge sharing among individuals (Goswami & Agrawal, 2023). When there are psychological codes of trust, workers are eager to listen to others and ready to ingest information from others (Seba et al., 2012).

The significance of Social Capital Theory lies in the spirit of productive people who are the outcome of social relationships. Putnam (1995) argued that social capital needs to be focused primarily on enhancing cooperation for mutual benefit and sharing knowledge. Nahapiet and Ghoshal (1998) furnished the literature with evidence that the exchange of valuable resources, innovation, and improved production can be achieved through social capital. Stronger network ties provide greater access to valuable resources, including a knowledge base (Grant, 1996). Moreover, trust is enhanced by the element of social capital among individuals that aids in valuable information sharing (Muliadi et al., 2022). Meaningful social ties essentially provide a cost-effective way of collecting and disseminating information. Tsai and Ghoshal (1998) considered healthy social network ties the most authentic information flow source. Reciprocity is an in-built idea of social ties and is one of the significant factors directing the energies of an individual to share knowledge effectively (Davenport & Prusak, 1998). Social ties comprising shared vision, norms, and language drive the employee to share valuable information that he would have held to himself otherwise (Grant, 1996). Knowledge sharing is the tool that brings innovation to organizations and aids in new developments (Alnaesheh et al., 2023).

Networks establish a solid base to access markets, technology, or knowledge resources (Inkpen & Tsang, 2005). Knowledge attainment is an advantage of social embeddedness and network ties (Adler & Kwon, 2002). Effective knowledge transfer requires alliances between the ties (Inkpen & Dinur, 1998). Social capital is an unbeatable asset for acquiring and exploiting knowledge because of its social nature. According to Mazorodze and Mkhize (2022) it requires voluntary efforts and desires of employees to form network ties that enable an institution to build upon a competitive advantage. The efficiency of knowledge is increased multiple times by incorporating stronger network ties and shared trust (Lane & Lubatkin, 1998). In the knowledge-based view, a firm is a repository of knowledge, and the studies prove that the relationship quality among the network ties determines the overall magnitude of knowledge sharing (Cohen & Levinthal, 1990; Zander & Kogut, 1992).

As the interaction frequency improves between a younger and an expert firm at the organizational level, the younger firm's capability to acquire new knowledge is enhanced (Lane & Lubatkin, 1998). The literature has also pointed out some interesting outcomes from knowledge sharing through interpersonal ties. Individuals with intellectual capital in an organization are a source of generating value through knowledge sharing (Ahmad et al., 2022). Enhanced organizational and individual performance, creativity, and innovation stimulated by knowledge sharing increase self-efficacy and organizational citizenship behavior (Nonaka et al., 2006). Past studies have proved that ties in relations ensure the presence of multiple viewpoints about a single concept or idea (Connolly, 2005), which can lead to various alternatives available to discuss while solving a problem. Tsai (2005) proposed that these different perspectives can join and shape knowledge in the respective domain by aligning the relevant and appropriate discussions. Interpersonal ties have been related to knowledge sharing by a few researchers as they concentrated on the social formation of tacit and embedded knowledge through interpersonal ties (Reed & Lawrence, 2008). Individuals with common interests from different traditional backgrounds gather under a common umbrella of organization. Their thoughts got filtered, and work-related information was extracted from them. So, it can be safely hypothesized that,

Hypothesis 1: Social network is positively related to employee attitude to share knowledge
Hypothesis 2: Social trust is positively related to employee attitude to share knowledge
Hypothesis 3: Shared goals are positively related to employee attitude to share knowledge

Moderating Role of Organizational Culture in the Relationship between Social Capital and Knowledge Sharing

Organizations must have a proper culture to gain a competitive advantage through knowledge sharing (Ford & Chan, 2003). Literature has argued that knowledge sharing that emerged from networked relations, either embedded or tacit, is generally shaped by specific cultural attributes (Morrison & Milliken, 2000; Spender, 1996). Organizations with interactive cultures encourage employees to practice knowledge sharing efficiently (Mehralian et al., 2024). Culture has enough power and authority to define the routes through which individuals can interact with each other to create mutual understanding and knowledge (Lam, 2000; Prajogo & McDermott, 2005). Organizational culture is considered the most important element in employee productivity, where people can share their ideas (Arlianda et al., 2024). As far as organizations are concerned, participative and democratic culture evolves more on the fronts, and interactions can occur among the organization's members to exchange thoughts and feelings (Milhaupt, 1996).

During knowledge sharing, one member is influenced by the experience of another (Inkpen & Tsang, 2005). Literature shows that researchers have found a strong relationship between organizational culture and knowledge sharing (Issa & Haddad, 2008; Al-Alawi, 2005; Fahey & Prusak, 1998). Some organizations possess a rigid, macho guy culture that does not allow employees to form free interactions to share knowledge (Canagarajah, 2002; Roland, 2013). In such organizations, the focus is mainly on effectiveness rather than the betterment of employees and resulting benefits. On the other side of the stream, there is a constructive culture that allows participants of the organization to share knowledge and information freely. As the organization turns out to be a learning entity, it shapes the interactions so that knowledge can be created from those interactions (Stenmark, 2001; Tsouvalis et al., 2000). From informal or formal perspectives, social capital, interpersonal ties, and networking relations depend on the organizational culture for their ultimate implication (Alvesson, 2012; Mackenzie, 2007). Organizational culture is vital in shaping the behaviors of individuals in an organization (Ouzky & Machek, 2024), and the lack of it can reduce employee interaction.

"Individualism and collectivism" is another spike in the organizational culture, which also molds the interactional patch points to gain learning benefits from the ties of the nodes (Roland, 2013; Schein, 2010). A culture that focuses on individualism does not usually allow interaction, as teamwork, group settings, and group tasks are rare in such workplaces (Rudman & Dennhardt, 2008). In such a culture, the individual solely performs his functions and has to rely on the knowledge that he has already capitalized from the training and development phase.

On the other hand, the collectivistic perspective supports group tasks, teamwork, and combined activities that motivate interactions among the individuals at the workplace. Group-oriented culture in an organization boosts the development of internal social capital, hence increasing performance (Ouzky & Machek, 2024). Knowledge creation and sharing are not the primary aims of any cultural setting, but cultures with assumptions about progression adopt such interactions in their business operations. Organizational culture moderates the relationship between social capital and knowledge sharing, as knowledge sharing can be enhanced in the case of a constructive culture and a collectivistic dimension. This evokes an interactional culture where employees and other stakeholders have the autonomy to share their thoughts on several fronts to produce a variety of knowledge for sharing and transmittal intent.

Many studies have come to the consensus that organizational culture does have an impact on knowledge sharing (Jennex, 2006; Hofstede, 2001; Pfeffer & Sutton, 2000). Organizational culture provides a conducive environment for social capital to prosper in such a way that it enhances a knowledge-sharing attitude. Therefore, organizational culture can moderate the relationship between social capital and a knowledge-sharing attitude. So, it can be anticipated that,

Hypothesis 4: Collectivistic culture moderates the relationship between social networks and knowledge-sharing attitudes.

Hypothesis 5: Collectivistic culture moderates the relationship between social trust and a knowledge-sharing attitude.

Hypothesis 6: Collectivistic culture moderates the relationship between shared goals and a knowledge-sharing attitude.

Methodology

This study is analytical and predictive. The type of investigation is correlational, carried out without manipulating any variable of interest in non-contrived settings. All the variables of interest are linked to the individual's relationship or their perceptions about the cultural values of the organizations, so there is no other rational choice except to consider individuals as a unit of analysis. The researcher is not concerned with the making and breaking of interpersonal ties or dynamic changes in culture made with time or gain of experience, so it is not required to run a longitudinal study. The time horizon of the study is selected to be cross-sectional.

Population and Sample

The education system in Pakistan is brimming with opportunities and challenges for educationists, reformers, and administrators. Every succeeding government has declared various programs to advance female education in Pakistan. The political and social environment in the Punjab Province of Pakistan has undoubtedly advanced women's education. Pakistani women are not a homogeneous group, and their chances of getting an education differ significantly, contingent upon the social arrangement in which they are a unit. Women residing in urban zones of the country have more access to educational opportunities. Literature has highlighted higher education's role as an effective instrument for social change (Malik & Courtney, 2011; Herz & Sperling, 2004). Very little work is found in the literature regarding women's education in Pakistan. There is a need to study the scenario where only females interact and create a culture. Four institutes are currently working in Lahore for women's education, and the faculty of two institutions were selected, which served as the samples for the current study. One hundred four respondents from Kinnaird College for Women University and 100 respondents from Lahore College for Women University made up the study's total sample. Choosing sample size, we followed Stevens's (1996) recommendation, which proposed that 'for social science research, about 15 participants per predictor are needed for a reliable equation. Similarly, Tabachnick and Fidell (2007) give a formula for calculating sample size requirements, considering the number of independent variables that you wish to use: $N > 50 + 8m$ (where m = number of independent variables). As per the number of variables, this sample size is sufficient for statistical analysis and a sample size requirement.

Instrument

Age, organizational tenure, and marital status are taken as demographic variables. Organizational tenure is measured through the number of years spent in the organization. It is measured by taking four response choices: 1-5 (1), 6-10 (2), 11-15(3), and 16 & above (4). Marital status is measured in two categories: 1 = single and 2 = married.

Scales of social capital and Knowledge-sharing attitude are adopted by Chow and Chan (2008), whereas scales for cultural dimensions are adopted by Triandis and Gelfland (1998). Each dimension of social capital has three items, making a total of 9 items for social capital (e.g., In general, I have an excellent relationship with my institutional members.). The sharing attitude is measured by five items (e.g., Sharing of my knowledge with institutional members

is always good, while collectivistic culture is measured via eight items, four items for horizontal collectivism (e.g., If a coworker gets a prize, I would feel proud) and four items for vertical collectivism (e.g., It is my duty to take care of my family, even when I have to sacrifice what I want). All the items are measured using a 6-point Likert scale through close-ended self-rated questionnaires.

Factor analysis is a variable groping technique. It helps us establish new groups as well as confirm existing groups. We conducted a factor analysis to confirm this study's available variables scales. KMO & Bartlett's Test results for different factors, separately and collectively. KMO checks the adequacy of sample size. Values of KMO range from moderate to sound, and Bartlett's test shows significant results. So, the sample size is adequate for exploration factor analysis. Confirmatory Factor analysis is conducted. CFA also finds out the instrument's validity. Factor loadings of the items were acceptable. Therefore, all the questionnaire items are retained, as shown by factor loading. The reliability of the questionnaire is measured through Cronbach's Alpha. Collective Cronbach's alpha of all the scales is .922, which shows that the questionnaire is internally consistent and highly reliable. We have found Cronbach's alpha for each variable separately. Values of Cronbach's alpha are .783, .737, .852, .885, and .751 for social networks, shared goals, social trust, knowledge sharing, and collectivistic culture, respectively. These values show that all the scales used for this study are internally consistent and reliable separately.

Findings and Discussion

The average age of respondents is 31 years, with 10.09 as the standard deviation, which shows that respondents are mainly young female faculty members. Findings show that 18.6 respondents are between 25 and below, 26.5 % are between 26 and 30 years old, 27.9% are 31-35, 14.2% are 36-40, and 12.8% are 41 and above. Among all the respondents, 63% of married respondents participated in the study, while the remaining 37% were single, and most of the respondents had 6 to 10 years of experience. Descriptive Analysis/statistics of the demographic variables are presented below in Table 1:

Table 1
Descriptive Statistics

Variables	Categories	Percentage
Age	25 & Below	18.6 %
	26 – 30	26.5 %
	31 – 35	27.9 %
	36 – 40	14.2 %
	41 & Above	12.8%
Job Tenure	1 – 5 Years	28.4 %
	6 – 10 Years	41.7 %
	11 – 15 Years	22.5 %
	16 & Above	7.4 %
Marital Status	Married	63 %
	Single	37 %

From the correlation matrix (Table 2), all three dimensions of social capital (social network ($r = 0.799$, $p < 0.01$), social trust ($r = 0.818$, $p < 0.01$), shared goals exhibits ($r = 0.687$, $p < 0.01$)) relate significantly with the knowledge sharing attitude. Collectivistic culture also correlates statistically significantly with knowledge-sharing attitudes ($r = 0.800$, $p < 0.05$). Table 2 provides initial support for the proposed model.

Table 2
Correlation Matrix of the Variables and (Scale Reliabilities)

Variables	Mean	SD	1	2	3	4	5	6	7
1. Age	31.4	10.1	1						
2. Tenure	2.1	0.9	.402**	1					
3. Marital status	1.6	0.5	-.089	.003	1				
4. Social Network	3.7	1.3	-.116	-.129	-.135	1			
5. Social trust	4.0	1.4	-.124	-.041	-.094	.774**	1		
6. Shared goals	4.1	1.1	-.209**	-.229**	.019	.627**	.583**	1	
7. Collectivistic culture	3.8	0.8	-.058	-.039	-.141*	.757**	.796**	.647**	1
8. Knowledge-sharing attitude	4.2	1.1	-.118**	-.143*	-.075	.799**	.818**	.687**	.800**

$n = 100$, $*p < 0.05$, $**p < 0.01$

Regression analysis is conducted to check the first three hypotheses (Table 3). It is evident from the values of VIF (Table 3) that there is no multicollinearity in the data. As all the values of VIF are less than 10, the predictors are not multi-collinear, and there is no interdependence among them. Results show that all three variables are highly significant for knowledge sharing. The last model demonstrates all the variables in a single model. In this model, social trust predicts 26.7% of the variance in knowledge-sharing attitudes. The social network predicts 21.6%, shared goals predict 20.3%, and collectivistic culture predicts 27.6 % of the variation in the dependent variables. Values of R^2 and adjusted R^2 are also good. The ANOVA result shows that the model is a fit as well. So, it can be safely said that Social networks, Social trust, and Shared goals are positively related to employee attitudes toward shared knowledge. Therefore, *H1, H2, and H3 are accepted.*

Table 3
Hierarchical Regression

Model		β	Sig.	Collinearity Statistics		R^2	Adjusted R^2	Model Fit
				Tolerance	VIF			
1	Constant	.049	.294			.669	.668	.000
	Social Trust	.640	.000	1.000	1.000			
2	Constant	.036	.380			.738	.736	.000
	Social Trust	.390	.000	.401	2.491			
	Social Network	.349	.000	.401	2.491			
3	Constant	.037	.345			.771	.767	.000
	Social Trust	.344	.000	.385	2.594			
	Social Network	.262	.000	.355	2.819			
	Shared Goals	.249	.000	.583	1.714			
4	Constant	.038	.317			.784	.779	.000
	Social Trust	.267	.000	.298	3.357			
	Social Network	.216	.000	.328	3.053			
	Shared Goals	.203	.000	.537	1.863			

Collectivistic Culture	.276	.001	.292	3.427
Durbin Watson	1.829			

Furthermore, moderation through regression analysis (Table 4) is used to confirm the last three hypotheses. For this purpose, we have created interaction terms for each dimension of social capital. In model 1, social networks are insignificant in the presence of interaction terms. However, interaction is also insignificant, which means a collectivistic culture does not moderate the relationship between social networks and knowledge-sharing attitudes. The model 2 introduces the interaction term for shared goals. Again, this is insignificant, and it depicts that collectivistic culture does not moderate the relationship between shared goals and knowledge-sharing attitudes.

In model 3, social trust is insignificant in the presence of interaction term, which is significant ($p < 0.1$). Although the significance of this moderation is not very high, it moderates the relationship between social trust and a sharing attitude. R^2 and Adjusted R^2 values do not vary much for the three models. Values of Durbin-Watson for three models show that no autocorrelation exists. These results confirmed that collectivistic culture only moderates the relationships between social trust and knowledge sharing. Therefore, only H5 is accepted, while H4 and H6 are rejected.

Table 4
Moderation through Regression Analysis Predicting Knowledge Sharing

	Model 1	Model 2	Model 3
Constant	-.518	-.183	-1.265
Social Network	.085	.218***	.225***
Shared goals	.209***	.156	.206***
Social Trust	.263***	.265***	-.021
Collectivistic culture	.141	.219	-.054
S. Network x C. Culture	.037		
S. Goals x C. Culture		.014	
Social Trust x C. Culture			.080*
R^2	.785	.784	.788
Adj. R^2	.779	.778	.783
Model Fit	.000	.000	000
Durbin-Watson	1.846	1.829	1.787

*Note: *$p < 0.1$, **$p < 0.05$, ***$p < 0.01$*

The two dimensions of Collectivistic culture (Horizontal and Vertical Collectivistic culture) have also been used as moderators to see their impact on variables separately. Table 5 displays results for horizontal collectivistic culture as a moderator and also results for vertical collectivistic culture.

As a moderator, Horizontal Collectivistic culture shows similar results as Collectivistic culture. The horizontal Collectivistic culture moderates the relationship between social trust and a knowledge-sharing attitude, as shown in Model 3 (Table 5). R^2 and adjusted R^2 values are better than the models where collectivistic culture was used as moderator (Table 4). Vertical Collectivistic culture, as a moderator, shows different results. The interaction term is significant when it is introduced for shared goals. Therefore, vertical collectivist culture moderates the relationship between shared goals and knowledge-sharing attitudes. Values of R^2 and adjusted R^2, as well as Durbin Watson, are also good.

Horizontal collectivistic culture is inclined toward equality among members (Triandis & Gelfand, 1998), so it moderates social trust among members. On the contrary, vertical

collectivistic culture is more inclined towards making sacrifices for the in-group authorities (Triandis & Gelfand, 1998), so your goals must align with the in-group. Therefore, it moderates the relationship between shared goals and a knowledge-sharing attitude.

Table 5
Moderation through Regression Analysis Predicting Knowledge Sharing

	Model 1	Model 2	Model 3
Constant	-1.450	-1.376	-1.429
Social Network	.077	.173***	.196***
Shared goals	.172***	.316**	.162***
Social Trust	.221***	.233***	-.027
Horizontal Collectivistic Culture (HCC)	.355***	.353***	.337***
Social Network x HCC	.028		
Shared Goals x HCC		-.041	
Social Trust x HCC			.067**
R^2	.810	.811	.815
Adj. R^2	.806	.806	.810
Model Fit	.000	.000	.000
Durbin-Watson	1.834	1.823	1.777
	Model 1	**Model 2**	**Model 3**
Constant	.202	.206	.182
Social Network	.135	.284***	.268***
Shared goals	.266***	-.088	.258***
Social Trust	.353***	.353***	.284**
Vertical Collectivistic culture	-.055	-.062	-.046
Net Ties x VCC	.040		
Shared Goals x VCC		.106**	
Social Trust x VCC			.021
R^2	.773	.777	.772
Adj. R^2	.767	.771	.766
Model Fit	.000	.000	.000
Durbin-Watson	1.811	1.809	1.785

Note: $*p < 0.1$, $**p < 0.05$, $***p < 0.01$

Limitations and Future Directions

Although the relationship between social culture and knowledge-sharing intentions can be analyzed from the data collected, whether these attitudes funnel down into actual knowledge-sharing or not can be concluded by this study because it requires longitudinal data to see how the knowledge-sharing attitude was shaped and how it is translated into actual knowledge sharing with time, secondly, current work is done in higher education institutes which are not only rich in knowledge assets but they are trained to share what they know. By this, faculty members share with students and are more than happy to guide their colleagues. So, this relationship must be analyzed in other industrial sectors.

Finally, as women's universities are the sample for this study, the results generated might not be generalizable among all the university settings. Females are more relationship-oriented

than their male counterparts, so future studies should incorporate a substantial sample from male universities and come up with a group comparison of how social networks differ among the genders and how strong they remain in predicting knowledge sharing when the gender varies.

Practical Implications

The current study provides insight into the valuable contribution of social relationships and the collectivistic culture in sharing knowledge assets within the work premises. It confirms that all three dimensions of social capital can shape the individual intentions for sharing their tacit knowledge so that the expertise of one can benefit others working around it. This type of mentoring or training happens with zero cost, so organizations reap various benefits from these social ties and shared goals. However, to direct the energies of these ties towards a constructive task of sharing their tacit knowledge, a collectivistic culture is needed to prevail within the organizational settings. So, top-level management must boost healthy social ties among employees and formulate an enhanced collectivistic culture.

Further research needs to be conducted to find out why the results of this study differ from previous literature regarding our moderator (collectivistic culture). Universities devote millions of dollars annually to knowledge acquisition and sharing strategies through mentoring or systematic training and development workshops. If these institutions had coherent and distinct evidence about the significant antecedent of knowledge-sharing behaviors, their valued resources could be saved.

Conclusion

Findings confirmed the positive contribution of all three dimensions of social capital in shaping individuals' attitudes towards knowledge sharing. Therefore, the presence of social capital facilitates the knowledge-sharing attitude of employees. This relationship is not strengthened by the moderator (collectivistic culture) within the organization for all three dimensions of social capital. These findings are not congruent with the early literature (Aarons et al., 2006; Braid et al., 2011; Grant, 1996), which advocates the impact of organizational culture on work attitudes. This can be partially because the sample consisted totally of females or because data is taken from only two institutes. Moreover, the scale used for collectivistic culture is not generally used in research studies for measuring organizational culture. This scale is different because it is divided into horizontal and vertical dimensions. These two dimensions are different and generate different results when used as moderators in this study (Table 5). This illustrated that each dimension of collectivistic culture influences different dimensions of social capital. So, the focus must be on both dimensions of collectivistic culture to influence knowledge-sharing attitudes. Research on social capital in Pakistan is in its infancy, and we look forward to a fast-paced growth of knowledge in this field.

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