



EFFECT OF AUTHENTIC LEADERSHIP ON KNOWLEDGE-SHARING BEHAVIOR: THE ROLE OF AFFECTIVE COMMITMENT AND TASK INTERDEPENDENCE

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ARTICLE INFO	ABSTRACT
DOI: 10.52932/jfmr.v4i3en.1183 <i>Received:</i> December 23, 2025 <i>Accepted:</i> March 16, 2026 <i>Published:</i> July 25, 2026 Keywords: Affective commitment, Authentic leadership, Knowledge-sharing behavior, Task interdependence Article classification: Research paper JEL codes: M12, M14, M54	Purpose – This study aims to examine the effects of authentic leadership and affective commitment on knowledge-sharing behavior, with task interdependence as a moderating variable. Design/methodology/approach – Drawing on Social Exchange Theory (SET) and Social Interdependence Theory (SIT), convenience and snowball sampling were used to gather data from 307 university lecturers in Ho Chi Minh City, and the data were analyzed using SmartPLS 4.0. Findings – Results show that: (1) Authentic leadership has a positive effect on affective commitment and knowledge-sharing behavior; (2) Affective commitment and task interdependence positively influence knowledge-sharing behavior; (3) Task interdependence moderates the effect of affective commitment on knowledge-sharing behavior. Originality/value – This study integrated authentic leadership, affective commitment, and task interdependence by SET and SIT to explain knowledge-sharing behavior in higher education institutions (HEIs). Practical implications – The findings suggest that higher education managers should cultivate authentic leadership, strengthen lecturers' affective commitment, and encourage collaborative work to enhance knowledge-sharing behavior. Social implications – Promoting knowledge-sharing behavior can strengthen collaboration, improve teaching quality, and support sustainable development HEIs.

1. Introduction

Knowledge has been and remains one of the key resources that offer a competitive advantage, serving as a key tool for organizational growth in today's turbulent knowledge-based economy and playing a strategic role as a firm asset (Jalili & Ghaleh, 2020). According to Donnelly (2019), organizations have no choice but to engage in knowledge management practices, and knowledge sharing can be seen as one of the basic elements of knowledge management. When employees share their knowledge, it enables mutual learning, facilitates best practices, lessens costs, heightens knowledge creativity, strengthens innovation, and increases organizational productivity (Ahmad, 2017b). Encouraging individuals working within organizations to share knowledge, on the other hand, is not straightforward (Jalili & Ghaleh, 2020), with each knowledge-sharing process being both time-consuming in nature and not necessarily natural (Oliveira et al., 2019). The willingness of employees to share knowledge depends not only on relationships in the workplace but also on the context in which knowledge-sharing behavior takes place (Choi et al., 2022; Su, 2021). As a result, it is important to examine what factors promote knowledge-sharing behavior and what effect these relationships will have (Jalili & Ghaleh, 2020).

Leadership style, affective commitment, and task interdependence are factors that influence employees' knowledge-sharing behavior (Al-Kurdi et al., 2018; Zeb et al., 2020; Zheng et al., 2019). Leadership style significantly affects organizational performance, employee development, job satisfaction, and employee engagement, in addition to supporting an organizational environment and culture for innovation and adaptability (Grošelj et al., 2020; Lee et al., 2025; Zeb et al., 2020). Authentic leadership focuses on leaders holding fast to their core values and acting consistently by linking core psychological capacities with transparency in interpersonal relationships and a commitment to long-term development

to meet overarching organizational objectives. (Lee et al., 2025). Although many studies have examined the impacts of transformational, transactional, and servant leadership styles on affective commitment, employee outcomes, and knowledge-sharing behavior, authentic leadership still provides a particularly robust framework (Ahmed et al., 2020; Lee et al., 2025; Nguyen et al., 2024; Zeb et al., 2020). The transparent relationships, ethical foundations, and psychological safety created by authentic leaders are of paramount importance for the affective commitment of employees and an open and sustainable experience of knowledge exchange (Luo et al., 2021; Rasdi & Tangaraja, 2022). Thus, an authentic leadership style should be taken into consideration in assessing employee commitment and knowledge-sharing behavior.

HEIs serve as providers of qualified human resources and play a fundamental role in fostering and developing creative capacities to support national development as well as contribute to the global knowledge base (Trinh, 2023). In the dynamic environment of the 21st century, the ability to create, manage, and effectively utilize knowledge is a key factor that brings success and competitive advantage to universities (Geng et al., 2005). Although knowledge sharing plays an important role in higher education institutions, many universities have yet to recognize knowledge-sharing behavior among members as a critical factor to ensure organizational survival and development (Adamseged & Hong, 2018). Moreover, lecturers are also a source and transmitter of knowledge for students in higher education: they play a prominent role not only in enhancing learning but also in advancing the effectiveness of organizations. A lack of knowledge-sharing among lecturers leads to limited utilisation of resources and restricted learning opportunities for both students and faculty members alike (Jolaei et al., 2014).

Since 2005, there has been a government effort to increase the effectiveness of higher

education institutions in Vietnam by empowering institutions with autonomy in operations, organization, and finance. Within the Vietnamese market environment, knowledge-sharing behavior has aroused considerable interest among researchers (Doan Bao Son, 2021; Huynh Quoc Tuan et al., 2021; Nguyen Quoc Phong, 2024; Vo Thi Thanh Huong et al., 2021). However, the impact of authentic leadership style on knowledge-sharing behavior, the mediating role of affective commitment, and the moderating role of task interdependence have not yet been investigated in Vietnam.

Despite the recognized importance of knowledge-sharing behavior, limited research has examined how authentic leadership, affective commitment, and task interdependence jointly influence knowledge sharing in higher education, particularly in the Vietnamese context. Thus, the study uses the SET and SIT as a framework to provide an integrated perspective to investigate the joint influence of authentic leadership, affective commitment, and task interdependence on university lecturers' knowledge-sharing behavior in Ho Chi Minh City.

2. Literature review

2.1. Theoretical framework

SET was initially developed by Homans (1958) and later expanded by Blau (1964), Cropanzano et al. (2017), with a focus on how people behave with respect to other people and the benefits and costs of their interactions within societies, communities, and organizations. SET has been used successfully in various areas, particularly in knowledge sharing (Kankanhalli et al., 2005). Many studies have similarly adopted SET to study how leaders and knowledge dissemination within organizations influence employee behavior (Haider et al., 2023; Oparaocha, 2016; Vermeulen et al., 2020). Using SET, the study examines human behavior in organizations. In this context, leadership style and affective commitment have

been proposed as determinants of knowledge-sharing behavior.

SIT is based on Deutsch (1960) and Lewin (1948). Social interdependence occurs when the level of task performance and goal attainment of each individual depends on the actions of others (Johnson & Johnson, 2005). The structure of interdependence among members of a group determines the interrelationships and outcomes between individuals and interactions (Johnson & Johnson, 2008). Within this framework, task interdependence is identified as an important factor influencing knowledge-sharing behavior and the relationship between affective commitment and knowledge-sharing behavior.

2.2. Authentic leadership

Authentic leadership has become a trend in organizations (Cha et al., 2019). In the context of an economy driven by knowledge and an extremely competitive landscape, the demand for authentic leaders is critical to form meaningful partnerships and cultivate personal agency (Walumbwa et al., 2011). Authentic leadership is understood as an interactional leadership behavior model consisting of balanced information processing, internalized ethical perspectives, self-awareness, and high relational transparency. The result includes positive self-regulatory behaviors from both leaders and employees, which foster personal growth; it also reflects behaviors that promote a positive ethical climate and positive psychological capacities (Walumbwa et al., 2008).

The elements of authentic leadership are self-awareness, balanced processing, relational transparency, and internalized moral perspective (Walumbwa et al., 2008). Gardner et al. (2005) suggested that self-awareness means authentic leaders have a clear understanding of their values and abilities, as well as the consequences of their actions on their followers. According to Walumbwa et al. (2008), balanced processing refers to the authentic leader's unbiased approach to information—they neither distort, exaggerate, nor ignore data. They actively

seek out and consider viewpoints that oppose their own in order to objectively evaluate all relevant information, especially those related to themselves, before making decisions. Avolio and Gardner (2005) suggested that the internalized moral perspective involves authentic leaders' behaviors based on ethical beliefs, which help in defining the moral standards designed to support the collective purpose of the group, even at the expense of the leaders' specific personal goals. Finally, relational transparency is when authentic leaders have genuine connections with their subordinates and share information openly (Avolio & Gardner, 2005).

Among the components mentioned above, self-awareness and self-regulation are two key elements of authentic leadership (Avolio & Gardner, 2005). Self-awareness is not merely understanding one's role within the organization but also involves deep insight into oneself and one's identity within the organizational context. Authentic leaders continually ask themselves questions such as "Who am I?" and "What role should I play here?" This process of self-reflection helps leaders develop a clear understanding of themselves, which in turn guides their behaviors and future decisions (Sparrowe, 2005). Additionally, self-regulation requires leaders to align their actions with their ideal self-image, ensuring that their leadership style embodies both ethical and authentic qualities (Avolio & Gardner, 2005). These components are not merely theoretical concepts; they serve as the foundation for cultivating leaders who inspire others, build trust, nurture a positive organizational culture, and drive sustainable success (Lee et al., 2025)

2.3. Knowledge-sharing behavior

Knowledge-sharing behavior is defined as the transfer of work-related information, experiences, and expertise to others with the purpose of assisting those around them, coordinating daily tasks, solving problems, and developing new ideas (Ahmad, 2017a). This behavior improves the work productivity, management decision-making, and problem-

solving skills of the employees as well as the relationships and job satisfaction (Ahmad & Karim, 2019). Knowledge sharing is a critical factor in improving an organization's competitive capability (Foss et al., 2009).

Empirical studies have shown that authentic leaders foster trust, psychological capital, employee engagement, and other positive outcomes within their organizations (Gardner et al., 2024). Moreover, authentic leaders generate mutual trust, as well as transparency and fairness, which help to build trust in their subordinates and their leaders and among themselves and therefore better behavior in knowledge-sharing (Zeb et al., 2020). In addition, authentic leaders focus on building group strength as a positive force and group unity rather than individual accomplishments, thus contributing to open knowledge sharing (Avey et al., 2010). Moreover, some empirical research in the area of education has evidenced a positive correlation between authentic leadership style and knowledge-sharing behavior (Lee et al., 2025; Ta Thi Phuong Hue & Nguyen Anh Quang, 2025). Authentic leaders provide opportunities for team members to learn, acquire skills, improve individual, and collective performance and develop their learning from others (Valsania et al., 2016).

Hypothesis H1: Authentic leadership style has a positive relationship with knowledge-sharing behavior.

2.4. Affective commitment

Whereas authentic leadership has been shown to directly promote knowledge-sharing behavior, it also operates, as a second factor, through employees' affective attachment to the organization. Authentic leaders establish environments that increase employees' emotional connection and belonging through transparency, ethical behavior, and psychological safety (Walumbwa et al., 2008). This affective connection motivates employees to engage in discretionary behaviors that go beyond formal role requirements, such as

voluntary knowledge-sharing behavior (Hooff & Weenen, 2004). Allen and Meyer (1996) proposed that organizational commitment consists of three attitudes: desire to remain with the organization, or affective commitment; a sense of obligation to stay with the organization, or normative commitment; and perceived costs associated with leaving the organization, or continuance commitment. Of these, affective commitment, which refers to employees' positive emotional attachment and identification with the organization, yields more favorable outcomes for the organization (Meyer et al., 2002).

Authentic leaders establish higher-quality exchange relationships with their subordinates that then lead employees towards greater affective commitment responses. They facilitate employees' affective commitment to the organization through trust, relational transparency, honest behavior, and balanced information processing (Ribeiro et al., 2020). When employees believe their leaders are authentic, they are more affectively committed to doing their jobs well and focusing on organizational goals. Essentially, authentic leadership style has a positive impact on employees' affective commitment to the organization (Ahmed et al., 2020; Delic et al., 2017; Semedo et al., 2016).

Further, affective organizational commitment is a strong predictor of employee behavior (Clercq et al., 2023). The empirical literature highlights significant effects of affective commitment with respect to voluntary extra-role behaviors, such as their relationship to willingness to contribute, receive, create, and share knowledge (Lin, 2007; Hooff & Weenen, 2004; Zheng et al., 2019). When employees believe they are part of the organization can develop attachment and meaning when they feel they are part of the organization. When people are connected and relate to their organizations, their knowledge sharing is increased. Hence, as their affective commitment to the organization increases, their autonomy and motivation

increase, and they tend to contribute more to the organization (Brimhall, 2019; Ng, 2022). Affective commitment is also found to be strongly related to knowledge-sharing behaviour in empirical studies (Cusí et al., 2020; Luo et al., 2021; Nguyen et al., 2020; Rasdi & Tangaraja, 2022).

Hypothesis H2: Authentic leadership has a positive relationship with affective commitment.

Hypothesis H3: Affective commitment has a positive relationship with knowledge-sharing behavior.

2.5. Task interdependence

While affective commitment is a strong motivator for voluntary knowledge-sharing behavior, the extent of its impact varies based on the structural context of employees' tasks. In highly task-interdependent working conditions, knowledge-sharing behavior can be embedded in the specifications and coordination processes, rather than being a strictly optional tool (Choi et al., 2022). Thus, the motivational effect of affective commitment may be attenuated in learning interactions motivated by formal interdependencies. Task interdependence is therefore an important contextual influence that frames the relationship between affective commitment and knowledge-sharing behavior.

According to Kiggundu (1983), task interdependence is the role of a worker's interactions and coordination required by them to perform task completion. Task participants, while executing the task, share information and physical resources with their members to facilitate performance of the tasks (Choi et al., 2022; Jehn, 1985). These interactive behaviors have moved beyond mere cooperation and communication, showing reliance on organization-specific resources such as information, tools, and institutional support needed to accomplish a task (Courtright & Stewart, 2015; You et al., 2022). When working towards tasks, as task interdependence increases, employees show greater demands for organizational resources while increasing

interactions and cooperating among group members (Peng et al., 2019). High task interdependence indicates common group goals, which results in more efficient communication, a variety of alternative solutions to problem-solving, and better access to information from the relevant team (Molm, 1994). High task interdependence means an employee is barely able to put forth their work without help from fellow team members. Therefore, employees are obligated to share knowledge with others, which in turn affects the performance of the employees and others. Therefore, irrespective of the affective commitment of employees to the organization, they must share knowledge in order to complete the activities and fulfill the job responsibilities (Choi et al., 2022). On the other hand, when task interdependence is low, employees are not formally required to share their knowledge and information. They might interpret knowledge sharing as extra-role behavior. Therefore, affective commitment will affect employees' willingness and subjective decision to share knowledge. High task interdependence reduces the impact of affective commitment on knowledge-sharing behavior.

Hypothesis H4: Task interdependence weakens the relationship between affective commitment and knowledge-sharing behavior.

Hypothesis H5: Task interdependence has a positive impact on knowledge-sharing behavior.

3. Methods

3.1. Data collection and sample

The survey respondents of this study are lecturers currently working at HEIs in Ho Chi Minh City. Due to the absence of a comprehensive sampling frame for university lecturers, it is difficult to access lecturers from different universities. The authors employed two sampling methods: convenience sampling and snowball sampling, conducted both in-person and online via Google Forms to collect data from September 2024 to August 2025. The survey took place, and participants were interviewed during breaks or tea-break

meetings at seminars and training workshops held at universities in Ho Chi Minh City. The online survey consisted of sending the Google Forms link to instructors known to the research team and disseminating the Google Forms link among lecturers in research support groups on Zalo and Facebook. Other lecturers shared the survey link with other lecturers they knew.

We defined the minimum sample size in accordance with PLS-SEM's 10-times rule, which dictates that a minimum sample size should be at least ten times the maximum number of structural paths directed at any latent construct in the model (Hair et al., 2019). The maximum number of incoming structural paths to a single construct in the proposed model is 3. As a result, only 30 observations are needed for the minimum sample size. As the actual sample size exceeds this threshold, it is considered adequate for estimating the PLS-SEM model and testing the proposed hypotheses. A total of 317 questionnaires were collected, of which 195 were collected via direct survey and 122 through Google Forms. We excluded 10 responses due to incompleteness or the same responses being given for all observed variables..

Out of 307 valid research samples, participants were aged from 25 to over 45 years old, with the largest percentage of respondents in the 35–45 age group at 48.21%, followed by those older than 45 at 28.66%, and finally for 25–34, at 23.13%. Female respondents reported 159, or 51.79%, while male replies were 147, or 47.88%, respectively. 92 (30%) were in managerial roles, and 215 (70%) worked as lecturers. According to the survey-related questionnaires asked of the data, 64.17% had worked in their current institution for more than five years, 14.98% for 3–5 years, 14.98% for 1 to under 3 years, and 5.86% for less than one year. In terms of educational qualifications, 28.66% had a master's degree, and 71.34% had a doctoral degree). The collected data were coded, cleaned, and entered into SmartPLS software for scale validation, model testing, and hypothesis testing.

3.2. Instruments

This study includes four measurement scales: authentic leadership style, affective commitment, knowledge-sharing behavior, and task interdependence. The authentic leadership style scale was adopted from Grošelj et al. (2020) and has 4 observed variables. The knowledge-sharing behavior scale was adapted from Sudibjo and Prameswari (2021), comprising 7 observed variables. The scale of affective commitment was originally used in Im et al. (2016) and consists of 4 observed variables. The task interdependence scale was developed from Pearce and Gregersen (1991) and includes 5 observed variables. All scales used a 5-point Likert scale, while the task interdependence scale used a 7-point Likert scale of 1 = Strongly disagree to 7 = Strongly agree. With Cronbach's Alpha coefficients for authentic leadership (0.87), affective commitment 0.778, knowledge-sharing behavior 0.829 and task interdependence 0.877, all scales demonstrated high reliability.

Based on the aforementioned references, the research team translated the measurement scales from English to Vietnamese using Brislin's (1986) method. The research team further interviewed nine lecturers in order to adjust both the scales and questions to the target respondents. Based on the feedback, the questionnaire was revised and the research team conducted the official survey starting from September 2024.

4. Results

4.1. Evaluation of the outer model

Appendix 3 (*see Appendix 3 online*) indicates that values of the Cronbach's Alpha (CA) and Composite Reliability (CR) range from 0.778 to 0.883, which is above the 0.7 threshold to meet the requirements for reliability (DeVellis, 2017). The Average Variance Extracted (AVE) of individual constructs is greater than 0.5, confirming acceptable convergent validity (Straub et al., 2004). The outer loadings of the observed variables are generally higher

than 0.7, corresponding to indicator quality (Henseler et al., 2009), except for AC1, which was detected below 0.6 and was dropped. The loading of SN6 is 0.688, but was kept due to the CR and AVE values for the SN construct achieving thresholds (Hair et al., 2021).

The Fornell-Larcker criterion results in Appendix 4 (*see Appendix 4 online*) and the HTMT values in Appendix 5 (*see Appendix 5 online*) indicate that the square root of the AVE for each construct is greater than its correlations with other constructs, and the HTMT values are below 0.9 (Fornell & Larcker, 1981). As such all measurement scales satisfy the need for discriminant validity

4.2. Evaluation of inner model

The Variance Inflation Factor (VIF) test is employed to detect potential multicollinearity issues. Ideally, VIF values should be close to 3 for optimal results. The explanatory validity of the model is also determined using the R^2 and Q^2 metrics. Any value greater than 0.0 is acceptable for Q^2 (Shmueli et al., 2019). As shown in Appendix 6 (*see Appendix 3 online*) and Appendix 7 (*see Appendix 7 online*), VIF and Q^2 values are acceptable. As for R^2 (see Figure 1), values of 0.313 for AC and 0.565 for SN. With higher R^2 values, the explanatory power of the inner model increases, and therefore the endogenous constructs are more predictable (Hair et al., 2019). Moreover, a full collinearity assessment was carried out according to Kock (2015) to identify possible common method bias. Based on this principle, the model is free from common method bias when all variance inflation factor (VIF) estimates of the inner model are equal to or lower than a 3.3 threshold. As presented in Appendix 6 (*see Appendix 6 online*), all VIF values are less than 3.3, which suggests that common method bias is unlikely to be a significant concern in this work.

Furthermore, we tested the model fit through the Standardized Root Mean Square Residual (SRMR) of the data analysis. The SRMR value, commonly 0.05 or less, would show a good fit for a research model (Byrne, 1998;

Diamantopoulos & Siguaw, 2000). However, according to Hu and Bentler (1999), an SRMR value up to 0.08 is still acceptable. The SRMR value, as shown in Appendix 8 (*see Appendix 8 online*), is 0.065, indicating that the research model demonstrates an acceptable fit. So, the difference between the observed correlations and the model-implied correlations is small and supports the adequacy of the proposed structural model for hypothesis, the proposed structural model adequately represents the observed data.

The structural models for assessing hypotheses

The results of the structural model evaluation are presented in Figure 1. All hypothesized structural paths were statistically significant at the 0.05 level according to bootstrapping, according to the recommended procedure for PLS-SEM analysis (Hair et al., 2019), and non-significant relationships were not detected in the proposed model.

The study findings indicate that: Authentic leadership has a positive effect on knowledge-sharing behavior ($\beta = 0.213$; $p < 0.05$), supporting hypothesis H1. Authentic leadership positively influences affective commitment ($\beta = 0.56$; $p < 0.05$), supporting hypothesis H2. Affective commitment positively affects knowledge-sharing behavior ($\beta = 0.316$; $p < 0.05$), supporting hypothesis H3. Task interdependence weakens the relationship between affective commitment and knowledge-sharing behavior ($\beta = -0.099$; $p < 0.05$), supporting hypothesis H4. Task interdependence has a positive impact on knowledge-sharing behavior ($\beta = 0.352$; $p < 0.05$), supporting hypothesis H5.

Additionally, the model testing results in Figure 1 indicate that authentic leadership style explains 31.3% of the variance in affective commitment. Moreover, the research constructs -authentic leadership style, affective commitment, and task interdependence - collectively account for 56.5% of the variance in knowledge-sharing behavior.

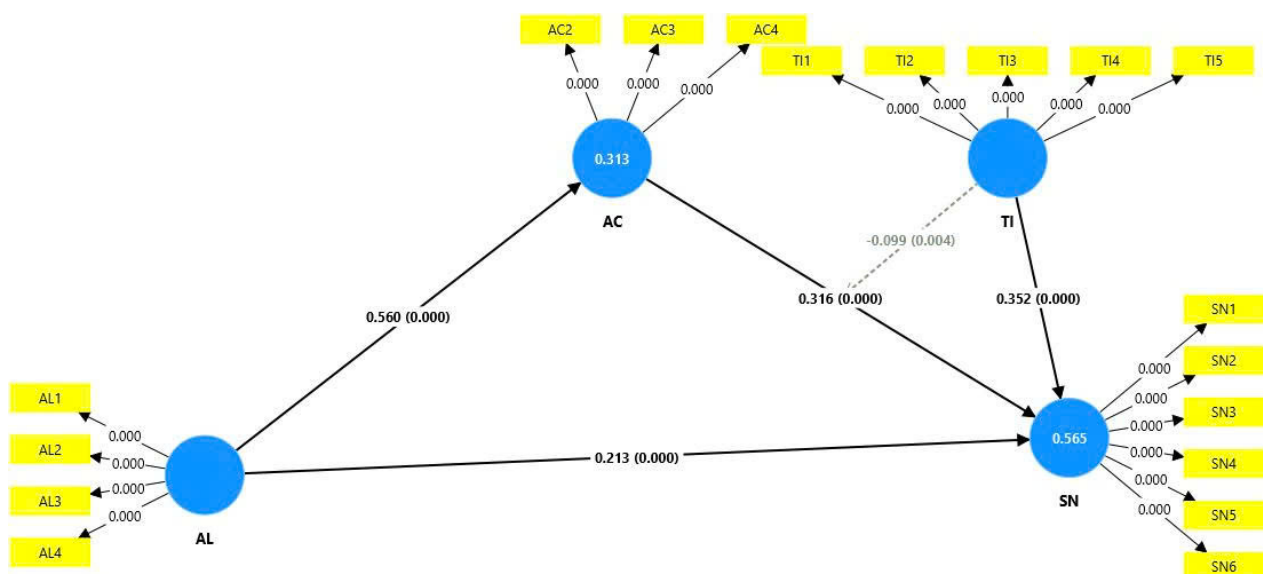


Figure 1. Results of hypothesis testing

Table 4 shows the f^2 index, which measures the effect of independent variables on dependent variables. Thus, authentic leadership style has a large effect on affective commitment with an f^2

value of 0.456 (>0.35). Affective commitment and task interdependence exert medium effects on knowledge-sharing behavior, with f^2 values of 0.157 and 0.217, respectively. The

moderating role of task interdependence in the relationship between affective commitment and knowledge-sharing behavior, as well as the effect of authentic leadership style on knowledge-sharing behavior, resulted in small effect sizes (Cohen, 1988).

4.3. Discussion

The findings of the study demonstrate the roles of authentic leadership style, affective commitment, and task interdependence in influencing knowledge-sharing behavior among lecturers in HEIs. The results are consistent with the literature review theories and build further knowledge of knowledge-sharing behavior in higher education in the Vietnamese higher education

Firstly, the favourable effects of authentic leadership on lecturers' knowledge-sharing behavior align with previous studies (Lee et al., 2025; Edú-Valsania et al., 2016; Zeb et al., 2020). Specifically, relational transparency, the processing of objective information, and the ethical orientation of authentic leaders are contributing factors to establishing a trusting and learning-oriented environment for the promotion of the behaviors that facilitate information sharing. In higher education, where knowledge is a primary source, authentic leaders can stimulate lecturers to be more transparent and forthcoming in sharing their professional knowledge, teaching experiences, and research insights.

Second, the research validates the positive association between authentic leadership and affective commitment, and affective commitment leads to knowledge-sharing behavior. Such findings can be considered in accord with the theory in the study by Meyer and Allen (1996), and it is also backed by recent empirical research (Ahmed et al., 2020; Ficapal-Cusí et al., 2020; Luo et al., 2021; Nguyen et al., 2020; Rasdi & Tangaraja, 2022). When employees feel they are an integral part of the organization, they share and support their coworkers. When it comes to education in Vietnam, lecturers who have a high degree

of affective commitment are not only successful with teaching and research, but, moreover, they proactively share knowledge and contribute to the overall development of the institution.

Finally, the moderating effect of task interdependence observed in this study is consistent across both Western and non-Western contexts, in that higher task interdependence weakens the relationship between affective commitment and knowledge-sharing behavior. However, the magnitude of this effect differs by cultural context. Compared with individualistic settings, where a stronger attenuating effect has been reported $\beta = -0.16$, $P\text{-value} < 0.05$ (Choi et al., 2022). The effect is weaker in the Vietnamese higher education institutions context ($\beta = -0.09$). Such a difference may be attributed to the structural aspect of academic work in higher education institutions, in which high task interdependence embeds knowledge-sharing behavior into formal coordination processes rather than discretionary behaviors. In such contexts, lecturers must share information in order to perform interdependent teaching and research tasks, thereby diminishing the motivational influence of affective commitment on voluntary knowledge sharing (Johnson & Johnson, 2005). Moreover, collectivist norms and hierarchical coordination may partially buffer this weakening effect by reinforcing relational obligations and compliance-oriented knowledge sharing (Hofstede, 2011).

5. Conclusion and implications

5.1. Conclusion

This research emphasizes the deep impacts of authentic leadership on the knowledge-sharing behavior of university lecturers and the mediating contribution of affective commitment, as well as the role of task interdependence. Authentic leadership not only directly correlates with knowledge sharing but also amplifies lecturers' emotional attachment to the organization, which in turn contributes to their knowledge-sharing propensity. By

performing tasks together, task interdependence creates a collaborative working space conducive to cooperation, and knowledge-sharing is thus a professional obligation to lessen the influence of affective commitment on knowledge-sharing behavior. The study provides helpful suggestions for the formation of a transparent, trusting, and supportive organizational culture, for nurturing affective commitment and promoting data sharing. This will support institutional competitiveness and longer-term development. Even so, the study acknowledges limitations such as the geographic scope of the sample and the exclusion of other potential influences like organizational culture and technological support. These shortcomings suggest the possibility of future research to expand on this research to investigate and unpack the intricate reasons why knowledge-sharing behavior in educational bodies

5.2. Implications to practice

From the results of this study, the author implies a further set of managerial implications that include:

First, universities should develop leaders who can create an organisational culture based on trust, fairness, and transparency. This method increases affective commitment and promotes knowledge-sharing behavior among lecturers.

Second, creating a positive working environment, offering career development opportunities, and recognising lecturers' contributions will enhance their affective attachment to the institution.

Third, universities can design jobs that enhance interconnectivity in such a way, such as setting up interdisciplinary, inter-faculty, and inter-departmental co-working groups for knowledge exchange. Particularly, colleges and universities could set up research groups, curriculum development teams, and collaborative teaching activities. These practices not only increase task interdependence but also provide for the interplay and exchange of information among lecturers while fostering

mutual learning. While task interdependence serves to promote knowledge sharing via an institutionalised collaborative process, administrators should avoid dependence on interdependent work design. When task interdependence is too high, without regard for affective commitment, knowledge sharing might become relatively less voluntary and result in greater perceived work pressure, which may cause lecturers to experience fatigue or burnout. Universities should therefore bolster a supportive work climate and reward systems for both interdependent task structures as well as emotional attachment, for example, recognition systems, career development opportunities, and supportive work climates.

Lastly, from a broader sustainability point of view, the interrelations of authentic leadership, affective commitment and task interdependence may lead to more sustainable practices of knowledge-sharing in HEIs. Better teaching and learning among lecturers could promote pedagogical innovation, collaborative research, and curriculum development, therefore improving teaching quality and student learning outcomes in Vietnam's fast adapting HEIs as a whole.

5.3. Limitations and future research directions

Although making contributions, the present study had some limitations that point out avenues for further research. *First*, the sample was university lecturers from Ho Chi Minh City, with a lack of geographical dispersion and the study may not be applicable to other areas or types of institutions. Future research in further geographic and educational settings could broaden the available external validity of the sample. *Second*, reliance on convenience and snowball sampling could result in possible sampling biases. Future research should consider probability sampling approaches or broaden the sample more widely throughout institutions in order to increase external validity. *Third*, the reliance on self-report data, and thus potential self-report bias and inflated

relationships observed, despite procedural and statistical adjustments, poses concerns. To minimize this concern, future studies may use multi-source or time-lagged data. Moreover, the cross-sectional nature of this study restricts causal inferences; longitudinal or experimental designs would help to establish causality more reliably. *Lastly* while this work specifically focused on authentic leadership, affective commitment, and task interdependence, there were no other variables that may influence behavior, like organizational culture, technological support, or personality traits in the study. These variables can be further used to elucidate the mechanisms of knowledge-sharing behavior.

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Data Availability

To promote transparency and replicability, state how supporting data can be accessed: Data available upon reasonable request (contact corresponding author).

AI Usage Statement

During manuscript preparation, the authors used Chat GPT for language editing and improving sentence clarity. Authors reviewed, edited, and take full responsibility for the final content.

Reference

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