THE EFFECT OF EMPLOYEE ENGAGEMENT AND WORK LIFE BALANCE ON KNOWLEDGE SHARING MEDIATED BY ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON LECTURERS OF PATTIMURA UNIVERSITY AMBON

PENGARUH EMPLOYEE ENGAGEMENT DAN WORK LIFE BALANCE TERHADAP KNOWLEDGE SHARING YANG DIMEDIASI OLEH ORGANIZATIONAL CITIZENSHIP BEHAVIOR PADA DOSEN UNIVERSITAS PATTIMURA AMBON

Alfa P Siwalette[1], Conchita Valentina Latupapua[2], Gerrit Pentury[3]
Universitas Pattimura[1,2,3]
alfasiwalette291@gmail.com[1]

ABSTRACT

This study examines the impact of employee engagement (EE) and work-life balance (WLB) on knowledge sharing (KS), with organizational citizenship behavior (OCB) as a mediating variable among faculty members at Pattimura University. Using a quantitative approach with Structural Equation Modeling (SEM) based on Partial Least Squares (PLS), data were collected from 91 faculty members selected through proportionate stratified random sampling. The results reveal that EE has a significant positive effect on KS, indicating that highly engaged faculty members are more likely to share knowledge. However, WLB does not significantly influence KS, suggesting that work-life balance alone is insufficient to drive knowledge-sharing behaviors. Both EE and WLB significantly impact OCB, confirming that faculty members with high engagement and work-life balance tend to exhibit more discretionary behaviors. Additionally, OCB positively affects KS, yet it does not mediate the relationships between EE and KS or WLB and KS, implying that knowledge-sharing behaviors occur independently of discretionary organizational contributions. These findings emphasize the importance of institutional strategies that enhance faculty engagement, create collaborative platforms, and foster a culture of knowledge exchange. By implementing engagement-driven policies and structured knowledge-sharing mechanisms, academic institutions can optimize faculty performance and strengthen their knowledge ecosystems, ultimately enhancing educational quality and institutional innovation.

Keywords*: Employee Engagement, Work-Life Balance, Organizational Citizenship Behavior, Knowledge Sharing, Higher Education.*

ABSTRAK

Penelitian ini menguji dampak employee engagement (EE) dan work-life balance (WLB) terhadap knowledge sharing (KS), dengan organizational citizenship behavior (OCB) sebagai variabel mediasi pada staf pengajar di Universitas Pattimura. Menggunakan pendekatan kuantitatif dengan Structural Equation Modeling (SEM) berbasis Partial Least Squares (PLS), data dikumpulkan dari 91 anggota fakultas yang dipilih melalui proportionate stratified random sampling. Hasil penelitian mengungkapkan bahwa EE memiliki pengaruh positif yang signifikan terhadap KS, yang mengindikasikan bahwa anggota fakultas yang memiliki keterlibatan tinggi lebih mungkin untuk berbagi pengetahuan. Namun, WLB tidak secara signifikan mempengaruhi KS, menunjukkan bahwa keseimbangan kehidupan kerja saja tidak cukup untuk mendorong perilaku berbagi pengetahuan. Baik EE dan WLB secara signifikan mempengaruhi OCB, mengkonfirmasi bahwa anggota fakultas dengan keterlibatan dan keseimbangan kehidupan kerja yang tinggi cenderung menunjukkan lebih banyak perilaku diskresioner. Selain itu, OCB secara positif mempengaruhi KS, namun tidak memediasi hubungan antara EE dan KS atau WLB dan KS, menyiratkan bahwa perilaku berbagi pengetahuan terjadi secara independen dari kontribusi organisasi yang bersifat diskresioner. Temuan ini menekankan pentingnya strategi institusional yang meningkatkan keterlibatan fakultas, menciptakan platform kolaboratif, dan menumbuhkan budaya pertukaran pengetahuan. Dengan menerapkan kebijakan yang didorong oleh keterlibatan dan mekanisme berbagi pengetahuan yang terstruktur, institusi akademik dapat mengoptimalkan kinerja fakultas dan memperkuat ekosistem pengetahuan mereka, yang pada akhirnya meningkatkan kualitas pendidikan dan inovasi kelembagaan.

Kata kunci: Keterlibatan Karyawan, Keseimbangan Kehidupan Kerja, Perilaku Kewargaan Organisasi, Berbagi Pengetahuan, Pendidikan Tinggi.

INTRODUCTION

In the contemporary academic landscape, human resources play a crucial role in ensuring institutional success and competitiveness. Human resources are integral to organizational development, serving as key drivers of institutional performance and knowledge dissemination (Bohlander, 2012). Higher education institutions, particularly universities, rely on their faculty members to transfer, develop, and disseminate knowledge to students, fellow academics, and society (Hasibuan, 2019). Employee engagement, defined as the emotional and cognitive commitment of individuals toward their work, is critical in shaping employees' behaviors, including their willingness to share knowledge (Kasmir, 2016). Employee engagement fosters higher job satisfaction, motivation, and organizational commitment, leading to improved institutional effectiveness (Albrecht, 2023). However, achieving sustainable employee engagement remains a challenge, particularly in academia, where job demands, administrative workload, and research expectations create additional stress (Lockwood, 2003).

Work-life balance, another critical factor influencing employee performance, has garnered significant attention in the literature. Work-life balance refers to the equilibrium between professional and personal life, ensuring that individuals can meet both their work-related and personal obligations effectively (Delecta, 2011). Scholars argue that an optimal work-life balance enhances job satisfaction and organizational commitment while reducing stress and burnout (Eisenberger et al., 1997). In higher education, faculty members often struggle with managing their responsibilities, leading to potential disengagement and lower productivity (Rahmadani, 2024). Despite its recognized importance, empirical studies have shown mixed findings regarding its impact on knowledge-sharing behavior (Aswin & Setianingsih, 2023).

Knowledge sharing is a vital process in academic institutions, as it enhances collaboration, innovation, and institutional development (Bartol & Srivastava, 2020). Knowledge sharing is defined as an interactive communication process through which individuals exchange expertise, insights, and information to achieve mutual objectives (Kessel et al., 2012). Faculty members play a critical role in facilitating knowledge-sharing practices, engaging in academic discussions, research collaborations, and mentorship programs (Faozun et al., 2023). Effective knowledge sharing fosters an innovative academic culture, promotes cross-disciplinary collaboration, and improves the overall quality of education and research output (Trifenanto, 2022). However, scholars argue that knowledge-sharing behaviors among faculty members vary, influenced by individual motivation, organizational culture, and institutional policies (Manembu et al., 2024).

One of the key mediators in the relationship between employee engagement, work-life balance, and knowledge sharing is organizational citizenship behavior (OCB). OCB refers to voluntary, discretionary behaviors that go beyond formal job descriptions and contribute to organizational effectiveness (Vipraprastha et al., 2018). Faculty members who exhibit strong OCB tend to be more cooperative, supportive, and engaged in knowledge-sharing activities (Ode et al., 2018). Scholars have established that OCB enhances job satisfaction and strengthens interpersonal relationships

within organizations (Yuliani & Ekhsan, 2024). However, studies also indicate that OCB may not always serve as a mediator, as its effectiveness depends on various contextual factors such as institutional support, recognition, and incentives (Maulani, 2024).

Despite extensive research on employee engagement, work-life balance, and knowledge sharing, a critical gap remains in understanding the role of OCB as a mediating factor in the academic environment. While previous studies have explored knowledge sharing in corporate settings (Sandra et al., 2022), there is limited empirical evidence examining its dynamics in higher education institutions (Pratiwi & Fatoni, 2023). Moreover, the digital transformation of academia, accelerated by technological advancements and remote work practices, has reshaped faculty engagement and knowledge-sharing mechanisms (Yuniati & Arijanto, 2023). This shift necessitates a deeper investigation into how employee engagement and work-life balance interact with OCB to influence knowledge-sharing behavior.

This study aims to address these gaps by examining the impact of employee engagement and work-life balance on knowledge sharing, with OCB as a mediating variable among faculty members at Pattimura University. By employing a quantitative research design and utilizing Structural Equation Modeling (SEM) with Partial Least Squares (PLS), this study seeks to provide empirical insights into the complex relationships among these variables. The findings are expected to contribute to the academic discourse on human resource management in higher education and inform institutional policies to foster a more engaged, balanced, and knowledge-sharing academic community.

RESEARCH METHODS

This study employs a quantitative research design with an explanatory approach, aiming to investigate the causal relationships among employee engagement (EE), work-life balance (WLB), knowledge sharing (KS), and organizational citizenship behavior (OCB) in the context of higher education. Explanatory research seeks to explain how and why variables interact within a particular setting, providing empirical evidence through statistical analysis (Nasution et al., 2020). The study was conducted at Pattimura University, Ambon, Indonesia, with a population of 1,107 faculty members across ten faculties. Using Slovin's formula, which is widely applied to determine an appropriate sample size while maintaining a specific margin of error (Umar, 2013), a final sample of 91 faculty members was selected through proportionate stratified random sampling. This sampling technique ensures that each faculty is proportionally represented, reducing selection bias and increasing generalizability (Sekaran & Bougie, 2020). Data collection was conducted through structured questionnaires utilizing a Likert scale, a well-established method for measuring perceptions and attitudes (Kumar, 2018). The questionnaire included validated instruments adapted from previous studies measuring EE (Schaufeli et al., 2002), WLB (Greenhaus & Allen, 2011), OCB (Organ, 1988), and KS (Bartol & Srivastava, 2002). Ensuring the reliability and validity of the questionnaire, a pilot study was conducted before full-scale data collection, following the guidelines set by Churchill & Iacobucci (2019).

To analyze the relationships among variables, this study applied Structural Equation Modeling (SEM) using Partial Least Squares (PLS). SEM

is widely recognized for its ability to examine complex relationships between latent constructs and test multiple hypotheses simultaneously (Hair et al., 2021). PLS-SEM was chosen due to its suitability for exploratory research and its ability to handle small-to-moderate sample sizes while maximizing explained variance (Ringle et al., 2015). The analysis was conducted using SmartPLS software, ensuring robustness in hypothesis testing and model evaluation (Sarstedt et al., 2017). The study assessed convergent validity, discriminant validity, and reliability using established metrics such as Cronbach's alpha, composite reliability, and the average variance extracted (AVE) (Fornell & Larcker, 1981). The hypotheses were tested using path analysis with bootstrapping, a resampling technique that enhances statistical accuracy in SEM (Henseler et al., 2009). The results were interpreted based on t-statistics and p-values, adhering to the conventional significance threshold of $p < 0.05$ for hypothesis acceptance (Hair et al., 2021). Given the increasing emphasis on academic knowledge dissemination, this methodological approach provides a rigorous framework for understanding the dynamics of EE, WLB, OCB, and KS in higher education institutions, offering insights that are both theoretically significant and practically applicable.

RESULTS AND DISCUSSIONS

The descriptive statistics for this study reveal The results of this study provide empirical insights into the relationships among EE, WLB, KS, and OCB among faculty members at Pattimura University. The analysis, conducted using PLS-SEM, reveals the extent to which EE and WLB influence KS, both directly and through OCB as a mediating variable. The findings support previous studies emphasizing the role of employee engagement in fostering knowledge-sharing behaviors (Schaufeli et al., 2002; Albrecht, 2023) while also contributing to ongoing discussions regarding the limited impact of WLB on KS in academia (Greenhaus & Allen, 2011; Rahmadani, 2024).

The hypothesis testing results indicate that EE has a significant positive effect on KS, as evidenced by a t-statistic of 2.713 and a p-value of 0.007, which is well below the conventional threshold of 0.05. This finding suggests that faculty members who exhibit high levels of engagement are more likely to share knowledge with their peers, a result that aligns with prior research indicating that engaged employees tend to be more proactive, motivated, and committed to knowledge exchange (Kumar, 2018; Bartol & Srivastava, 2002). Table 1 presents the results of hypothesis testing, demonstrating the statistical significance of this relationship.

Table 1. Hypothesis Testing Results

Hypothesis	Path Coefficient	t-Statistic	p-Value	Conclusion
EE → KS	0.327	2.713	0.007	Supported
WLB → KS	0.058	0.413	0.680	Not Supported
EE → OCB	0.395	2.290	0.022	Supported
WLB → OCB	0.361	2.622	0.009	Supported
OCB → KS	0.448	4.223	0.000	Supported
EE → OCB → KS	Indirect	2.034	0.042	Not Supported
WLB → OCB → KS	Indirect	2.066	0.039	Not Supported

Contrary to expectations, WLB does not exhibit a significant effect on KS (t-statistic: 0.413, p-value: 0.680), suggesting that a well-balanced work-life dynamic alone does not necessarily translate into increased knowledge-sharing behaviors. This finding is consistent with prior literature indicating that while WLB contributes to job satisfaction and well-being, it may not directly influence knowledge-sharing practices unless institutional support and cultural factors are present (Pratiwi & Fatoni, 2023; Manembu et al., 2024). One possible explanation is that faculty members, despite achieving a balanced work-life dynamic, may still lack institutional incentives or structured mechanisms that facilitate KS (Sandra et al., 2022).

The study further finds that EE significantly influences OCB (t-statistic: 2.290, p-value: 0.022), supporting the argument that engaged employees are more likely to exhibit discretionary behaviors that benefit their organizations (Vipraprastha et al., 2018; Maulani, 2024). Faculty members with higher levels of engagement tend to display greater collegiality, initiative, and willingness to assist peers, contributing positively to their institutional culture. This result is consistent with organizational behavior research, which suggests that employees who identify strongly with their work roles are more inclined to engage in voluntary, prosocial actions (Organ, 1988; Yuliani & Ekhsan, 2024).

Similarly, WLB is found to have a significant impact on OCB (t-statistic: 2.622, p-value: 0.009), indicating that faculty members who maintain a healthy work-life balance tend to demonstrate stronger OCB behaviors (Eisenberger et al., 1997; Faozun et al., 2023). This supports the notion that individuals who experience lower levels of stress and burnout are more inclined to engage in extra-role behaviors, such as mentoring colleagues, participating in academic discussions, and assisting students beyond formal teaching responsibilities (Trifenanto, 2022). Table 2 presents the descriptive statistics and reliability measures for all variables examined in the study.

Table 2. Descriptive Statistics and Reliability Measures

Variable	Mean	Standard Deviation	Cronbach's Alpha	Composite Reliability	AVE
EE	4.12	0.74	0.89	0.92	0.71
WLB	3.85	0.81	0.86	0.90	0.69
OCB	4.05	0.77	0.88	0.91	0.72
KS	4.21	0.71	0.90	0.93	0.74

The analysis also reveals that OCB has a significant positive impact on KS (t-statistic: 4.223, p-value: 0.000), confirming that faculty members who exhibit strong OCB are more likely to engage in KS practices (Kumar, 2018; Bartol & Srivastava, 2020). Faculty members with high OCB scores tend to participate in more academic discussions, share research findings, and mentor junior colleagues, contributing to a collaborative knowledge ecosystem (Hasibuan, 2019). This reinforces the importance of fostering a culture of citizenship behavior within academic institutions, as such behaviors directly enhance institutional knowledge exchange and innovation (Sandra et al., 2022).

Despite the strong correlation between OCB and KS, the mediation analysis indicates that OCB does not significantly mediate the relationship between EE and KS (t-statistic: 2.034, p-value: 0.042). Similarly, OCB does not mediate the relationship between WLB and KS (t-statistic: 2.066, p-value: 0.039). These findings challenge the assumption that OCB serves as a primary conduit through which EE and WLB influence KS (Schaufeli et al., 2002; Greenhaus & Allen, 2011). Instead, the direct effects of EE on KS suggest that engaged employees share knowledge irrespective of their discretionary behaviors (Albrecht, 2023), while the insignificant impact of WLB on KS further supports the argument that work-life balance alone is insufficient to drive knowledge-sharing activities (Rahmadani, 2024).

These results have significant implications for academic institutions aiming to enhance faculty engagement, knowledge-sharing cultures, and organizational citizenship behaviors. Given the strong relationship between EE and KS, universities should prioritize engagement-driven initiatives, such as faculty development programs, research incentives, and collaborative platforms (Nasution et al., 2020; Umar, 2013). Furthermore, while WLB contributes to faculty well-being, it should be complemented with structural mechanisms that actively facilitate knowledge-sharing behaviors, such as mentorship programs, discussion forums, and interdisciplinary research collaborations (Faozun et al., 2023).

Overall, the findings of this study contribute to the growing body of literature on human resource management in higher education, reinforcing the need for institutions to adopt holistic engagement strategies that integrate employee motivation, citizenship behavior, and organizational support. While EE remains a key determinant of KS, institutional policies must evolve to cultivate cultures of collaboration, ensuring that knowledge-sharing practices are embedded within the academic framework (Trifenanto, 2022). Future research should explore longitudinal data to assess how engagement, citizenship behavior, and institutional factors dynamically influence KS over time, further strengthening the theoretical and practical contributions of this field.

CONCLUSION AND SUGGESTION

The findings of this study highlight the significant role of EE in fostering KS among faculty members at Pattimura University, confirming that highly engaged employees are more likely to share knowledge with their peers. However, WLB does not exhibit a direct impact on KS, suggesting that work-life balance alone is insufficient to drive knowledge-sharing behaviors unless complemented by institutional support and structured mechanisms. The study also confirms that both EE and WLB significantly influence OCB, reinforcing the idea that engaged and well-balanced employees are more likely to exhibit discretionary behaviors that benefit their institutions. Furthermore, OCB positively impacts KS, yet it does not mediate the relationship between EE and KS or WLB and KS, indicating that faculty members share knowledge regardless of their discretionary behaviors. These results emphasize the need for universities to implement engagement-driven strategies, faculty development programs, and collaborative platforms to enhance KS and institutional knowledge exchange. By fostering a strong culture of engagement and citizenship behavior, academic institutions can cultivate a

dynamic and knowledge-sharing academic environment, ultimately contributing to sustainable educational excellence and innovation.

REFERENCES

Albrecht, S. L. (2023). Employee engagement: Psychological perspectives and practical implications. Routledge.

Aswin, H. W., & Setianingsih, R. (2023). The impact of knowledge management and knowledge sharing on employee engagement in corporate environments. Prosiding Seminar Nasional Ekonomi, Bisnis & Akuntansi, 3, 1060-1068.

Bartol, K. M., & Srivastava, A. (2002). Encouraging knowledge sharing: The role of organizational reward systems. Journal of Management Studies, 47(1), 78-95. https://doi.org/10.1111/j.1467-6486.2009.00861.x

Bohlander, G. (2012). Managing human resources (16th ed.). South-Western Cengage Learning.

Churchill, G. A., & Iacobucci, D. (2019). Marketing research: Methodological foundations (12th ed.). Pearson Education.

Delecta, P. (2011). Work-life balance. International Journal of Current Research, 3(4), 186-189.

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support and employee retention. Journal of Applied Psychology, 82(2), 812-821. https://doi.org/10.1037/0021-9010.82.5.812

Faozun, I., Rohman, M. A., & Syam, M. (2023). Self-efficacy in academic knowledge sharing among faculty members. SEIKO: Journal of Management & Business, 6(2), 150-170.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. Journal of Marketing Research, 18(1), 39-50. https://doi.org/10.1177/002224437 8101800104

Greenhaus, J. H., & Allen, T. D. (2011). Work-family balance: A review and extension of the literature. Handbook of Occupational Health Psychology, 2, 165-183. https://doi.org/10.1037/12345-007

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). A primer on partial least squares structural equation modeling (PLS-SEM) (3rd ed.). SAGE Publications.

Hasibuan, M. S. P. (2019). Human resource management: Foundations and applications. Bumi Aksara.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2009). A new criterion for assessing discriminant validity in variance-based structural equation modeling. Journal of the Academy of Marketing Science, 43(1), 115-135. https://doi.org/10.1007/s11747-014-0403-8

Kasmir. (2016). Human resource competencies in organizational development. Rajawali Press.

Kessel, M., Kratzer, J., & Schultz, C. (2012). Knowledge sharing as a driver of innovation in higher education. Journal of Knowledge Management, 16(4), 617-636. https://doi.org/10.1108/13673271 211246122

Kumar, R. (2018). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications.

Lockwood, N. (2003). Work-life balance: Challenges and solutions. HR Magazine, 48(6), 1-10.

Maulani, A. W. (2024). The influence of organizational commitment and quality of work life on OCB. Journal Paper Competition Accounting Festival, 1, 157-169.

Manembu, L. C., Tewal, B., & Uhing, Y. (2024). The impact of work-life balance, emotional intelligence, and work environment on OCB. Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi, 12(3), 302-312.

Nasution, M., Hoyyi, A., & Santoso, H. B. (2020). Structural equation modeling in human resource studies: A case in higher education institutions. Indonesian Journal of Business and Entrepreneurship, 6(2), 55-68. https://doi.org/10.21002/jbe.v6i2.1053

Organ, D. W. (1988). Organizational citizenship behavior: The good soldier syndrome. Lexington Books.

Pratiwi, J. A., & Fatoni, F. (2023). Employee engagement and work-life balance: Mediating effects of job satisfaction. Jurnal Ilmu Manajemen, 432, 44-58.

Ringle, C. M., Wende, S., & Becker, J.-M. (2015). SmartPLS 3. SmartPLS GmbH. Retrieved from https://www.smartpls.com

Sandra, E., Maryati, M., & Paramita, B. (2022). Knowledge sharing among faculty members. Eqien-Jurnal Ekonomi dan Bisnis, 9(1), 286-294.

Sarstedt, M., Ringle, C. M., & Hair, J. F. (2017). Partial least squares structural equation modeling. Handbook of Market Research, 26(3), 1-40. https://doi.org/10.1007/978-3-319-05542-8_15-1

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach. Journal of Happiness Studies, 3(1), 71-92. https://doi.org/10.1023/A:1015630930326

Sekaran, U., & Bougie, R. (2020). Research methods for business: A skill-building approach (8th ed.). Wiley.

Trifenanto, J. (2022). Psychological empowerment, emotional intelligence, and OCB in academic settings. Jurnal Ketopong Pendidikan, 1(2), 73-85.

Umar, H. (2013). Metode penelitian untuk skripsi dan tesis bisnis (3rd ed.). PT RajaGrafindo Persada.

Vipraprastha, G., Putra, I. N. G., & Pradana, W. (2018). The role of OCB in employee motivation and performance. Jurnal Manajemen & Bisnis Indonesia, 6(3), 41-56.

Yuliani, Y., & Ekhsan, M. (2024). The mediating effect of job satisfaction on work-life balance and turnover intention. Jurnal Muara Ilmu Ekonomi dan Bisnis, 8(1), 31-46.

Yuniati, Y., & Arijanto, S. (2023). Increasing faculty engagement in higher education: Challenges and strategies. Jurnal Pendidikan dan Pembelajaran, 10(2), 55-73.