The Learning Organization

The impact of knowledge sharing on well-being at work − Is organizational learning capability a mediating link?

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Abstract

Purpose – Well-being at work is a prime concern for learning organizations where work is knowledge-intensive and the need for updated learning exerts high work pressure. This study aims to examine the mediating influence of organizational learning capability in facilitating routine and novel knowledge sharing to foster employees' well-being at work in Indian information technology (IT) organizations. This research explores whether the sharing of routine knowledge and novel knowledge contributes to employees' well-being at work by enhancing organizational learning capability.

Design/methodology/approach – Using a quantitative approach, the authors collected data from 209 employees in IT organizations in India via a questionnaire survey. After verifying the reliability and validity of the data, the authors analysed the data using co-variance-based structural equation modelling using AMOS 26.

Findings – The results show that the indirect effect of routine and novel knowledge sharing on well-being at work was influenced by the mediating role of organizational learning capability. Routine knowledge sharing has a significant positive impact on organizational learning capability and well-being at work. While novel knowledge sharing positively predicted organizational learning capability, it did not have a direct impact on well-being at work. Moreover, organizational learning capability has a direct positive effect on employees' well-being at work.

Research limitations/implications – The cross-sectional design of the study makes the cause-and-effect relationship difficult to conclude. Moreover, the use of self-report measures poses methodological biases. Thus, longitudinal studies with objective measurements are recommended. Future studies can examine the role of individual characteristics such as learning orientation and personality in the studied framework.

Practical implications – Employee well-being and organizational learning can be enhanced through knowledge sharing practices, promoted by human resource policies and leaders. This promotes on-the-job learning, reducing working hours for training and learning purposes. By fostering a culture of openness, mutual trust and networking, organizations can enhance their employees' work−life balance and overall performance.

Originality/value – This paper addresses a paucity in the literature concerning the outcomes of knowledge sharing and factors that lead to well-being at work. Drawing on the learning-based well-being perspective and job-demand resource theory, this research pioneers the examination of the mediating effect of organizational learning capability in the link between routine and novel knowledge sharing and employees' well-being in IT learning organizations in India. Findings of this study may help managers of IT firms boost organizational learning and improve knowledge workers' well-being, thus helping to maximize their performance and enhance employee retention and welfare.

Keywords Well-being at work, Knowledge sharing, Organizational learning capability, Mediation, IT

Paper type Research paper

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1. Introduction

Learning organizations (LO) are the organizations that focus on continuous learning to generate for producing high innovation to supersede market competition. This orientation towards innovation through intense learning makes jobs in LO demanding, often leading to job stress, employee burnout and high turnover rates (Chan, Chan, & Chan, 2022; Harkiolakis & Komodromos, 2023; Malik & Garg, 2020). Unlike organizations' expectation that learning and knowledge creation will take place continuously through individuals automatically, LO need to adopt specific practices that create supportive learning environment critical for well-being of employees in a learning organization. Organizational learning capability (OLC) represents the level of supportive practices that enable members to learn and adapt, which in turn, creates an LO with a supportive learning environment conducive for experimentation, reflection and dialogue (Marsick & Watkins, 2003; Rupčić, 2021, 2020). In line with this link, OLC can be an essential contributor towards employee well-being in LO.

Organizations prioritize employee well-being and adopt interventions to reduce employee burnout and stress not only to leverage companies' brand as employee-friendly workplace and attract talent, but also to sustain organizational performance (Ali, Ali, Albort-Morant, & Leal-Rodríguez, 2021; Well-being India Diagnostic Survey, 2021). Well-being can be referred people's positive experience at work to as a subjective term that describes people's happiness, the fulfilment of wishes, pleasurable activities, satisfaction, abilities and task accomplishments (Biétry & Creusier, 2013; Diener & Ryan, 2009). Well-being at work can be an indirect outcome of increased worker flow and engagement experienced while learning, but the dynamic relationship between learning and well-being in the workplace and the intervening factors involved are yet to be explored (Watson, Tregaskis, Gedikli, Vaughn, & Semkina, 2018).

Organizations strive to develop higher OLC that equips employees with advanced skills and knowledge for coping with challenges at work such as disruptive technologies and rising market competition (Liao & Wu, 2010; Senge, 1997; Lathabhavan & HL, 2024). Cultivation of OLC caters to employees' learning and development, contributing to the overarching organizational goals (Argote, Lee, & Park, 2021; Purushothaman, 2015; Raj & Srivastava, 2016). However, the impact of OLC on well-being at work remains unexplored, despite the widely held assumption that higher learning orientation produces positive emotional and psychological outcomes such as engagement and enjoyment during learning (Berraies, Lajili, & Chtioui, 2020; Watson et al., 2018; Kucharska & Rebelo, 2022).

In organizations, learning depends on how employees persevere to acquire and apply new expertise and skills (Marsick & Watkins, 2003; Rupčić, 2021), thus sharing of knowledge is a prime antecedent to OLC. Despite a substantial body of evidence linking knowledge sharing to OLC, only a small number of these studies undergo evaluation from a well-being perspective. Currently, there is limited empirical evidence to understand the relationship among knowledge sharing, organizational learning and employee well-being (Berraies et al., 2020). The purpose of the present study is to examine the impact of knowledge sharing on well-being at work and the mediating influence of OLC in information technology (IT) multi-national companies (MNCs) in India.

We took IT MNCs in India as a context because these are learning organizations where OLC and knowledge sharing are indispensable features of their operations (Jain & Moreno, 2015; Chawla & Joshi, 2011; Trivedi & Srivastava, 2023). In IT organizations, learning takes place through knowledge sharing and creation among colleagues and connected communities (Mishra & Bharti, 2023). Knowledge sharing in IT organizations fosters job satisfaction, engagement and overall well-being among

employees (Rao, Yang, & Yang, 2018; Guest, 2017). This process is crucial due to high resource demand and time pressure, as it provides social support and enhances learning within the organization (Premchandran & Priyadarshi, 2018).

The data for the study was collected through a primary survey and analysed by SPSS and structural equation modelling (SEM) using AMOS 26. The paper is formatted as follows: Section 1 is the introduction; in Section 2, the literature review and hypotheses of the study are presented; Section 3 presents methodology and analysis; Section 4 gives empirical results; discussion and implications are presented in Section 5; and finally, it concludes with future research suggestions and limitations in the remaining section.

2. Theoretical review and hypotheses

2.1 Operationalizations of variables

This study divides knowledge sharing into two categories: routine knowledge sharing (RKS), which involves sharing existing knowledge between various organizational actors within and between departments and hierarchical levels (Bhatt, 2001; Andreeva & Kianto, 2011), and novel knowledge sharing (NKS), which involves creating and sharing new concepts about a variety of organizational activities, such as products, technological processes and managerial practices (Nonaka et al.,1996; Andreeva & Kianto, 2011).

In this study, organizational learning is a capability that creates "learning organization" which acts according to principles of experimentation, of trial and error, of success and failure, of discovery and invention (Gherardi, 2001). The theory and practice of "organizational learning" and "learning organization" are closely intertwined and mutually developed, due to which there is overlap and close resemblance between the two concepts (Rupčić, 2020b). The seminal work of Selvia Gherardi conceives "organizational learning" as a metaphor that matches two concepts – learning and organization and enables exploration of the organization as if "organizations" were a subject which learns, deals with knowledge, reflects on experiences and is endowed with a stock of knowledge, skills and expertise, thus we can say organizational learning is the fundamental feature of a learning organization (Cuel, 2020; Gherardi, 2001).

Well-being at work is defined as employees' experiences of positive effects at work, engagement, satisfaction and supportive relationships and culture at work (Biétry & Creusier, 2013).

2.2 Theory

The present study proposes a job demands-resources (JDR) model-based system to understand the impact of knowledge sharing processes on well-being at work through optimizing organizational learning capability. The JDR model addresses the way job demands and job resources are conceived of in work environments and how they impact various outcomes over a period of time, including health and well-being (Bakker & Demerouti, 2007). Job resources are the aspects of a job − physical, psychological, social or organizational − that support the attainment of organizational objectives, reduce job demands and foster learning and personal development (Bakker & Demerouti, 2007; Lathabhavan & HL, 2024).

In knowledge-intensive organizations, knowledge act as employees' main job resource which can be gained through knowledge sharing leading to higher learning and performance in organizations (Purushothaman, 2015). Aligning with JDR model, this shows sharing knowledge cultivates learning capability, and gives employees the resources/support they need to handle the demands of their jobs. Higher knowledge sharing and learning not only leads to enhanced human capital-knowledge and skills, but also builds their social capital and

intrinsic motivation (Lathabhavan & HL, 2024; Trivedi & Srivastava, 2023) and positive psychological outcomes such as trust among peers and self-efficacy (Kucharska & Rebelo, 2022). Therefore, we propose that sharing of knowledge that encourages a strong learning capability may foster well-being of employees at work.

A recent study by Aoki in 2021 demonstrates that knowledge sharing increases well-being; however, no study has explored the impact of knowledge sharing on well-being in the context of knowledge-intensive IT organizations. This highlights a research gap: there is a lack of substantial evidence on whether knowledge sharing processes and management programmes core to the learning and development strategy of IT organizations contribute to their employees' well-being or not.

2.2.1 Impact of knowledge sharing − routine and novel on well-being at workplace. Knowledge sharing is a set of behaviours that involves the exchange of information or provision of assistance to others (Jashapara, 2004). Existing research highlights two main types of sharing of knowledge. Firstly, sharing of existing knowledge between different organizational actors, both within and across departments and hierarchical levels to improve overall managerial effectiveness and organizational performance (Bhatt, 2001; Yang, 2007). Secondly, sharing new or novel knowledge stimulates innovation in organizations by applying new and useful ideas regarding various aspects of organizational activities, from products to technological processes to managerial practices (Castaneda & Cueller, 2020; Andreeva & Kianto, 2011; Trivedi & Srivastava, 2025). Thus, the sharing of existing knowledge to achieve organizational/managerial effectiveness is routine knowledge sharing (RKS), whereas the sharing and creating new knowledge to foster innovation is novel knowledge sharing (NKS). Knowledge sharing closely facilitates new knowledge creation and its transfer among organizational actors (Andreeva & Kianto, 2011; Trivedi & Srivastava, 2023). Thus, both sharing routine and novel knowledge are integral to knowledge sharing in organizations.

Novel knowledge sharing may be associated with well-being at work because helping colleagues by sharing new knowledge and ideas generates positive emotions such as engagement and enjoyment at work among employees, contributing to employees' happiness, satisfaction, psychological and subjective well-being (Kankanhalli, Tan, & Wei, 2005; Tran Pham, 2022; Kim, 2021; Rahman, Hussain, Hassan, & Synthia, 2020; Chtioui, Berraies, & Dhaou, 2023). Researchers found that knowledge sharing is positively related with individual's positive state of mind and enhances subjective well-being (Jeon *et al.*, 2011; Jami Pour & Taheri, 2019). Sharing of existing knowledge with peers makes employees feel competent and self-worthy (Rahman, Osmangani, Daud, Chowdhury, & Hassan, 2015). Knowledge sharing enhances competence leading to improved work engagement (Trivellas, Akrivouli, Tsifora, & Tsoutsa, 2015), which is an antecedent of well-being (Boxall & Macky, 2014).

Knowledge sharing intrinsically rewards the contributor producing the feelings of well-being such as enhanced trust and satisfaction of sharing knowledge with peers (Yan *et al.*, 2016). Employees are more likely to trust the person whom they respect, and this trust provides them with a sense of security to share knowledge in return (Bakker, Leenders, Gabbay, Kratzer, & Van Engelen, 2006). Therefore, trust and peer respect derived from knowledge sharing is particularly critical in co-workers' sense of security and well-being (Tang, Lai, Chen, & Fu, 2024). Knowledge sharing builds social connections, strengthens interpersonal ties and frequency of communication (Nonaka *et al.*, 1996; Asiedu, Anyigba, & Doe, 2023), which have high association with person's well-being and happiness level. The social network and mutual trust among employees created through knowledge sharing positively impacts their psychological health, subjective well-being and social welfare

(Mishra & Bharti, 2023; Umar, Sial, Ali, Bari, & Ahmad, 2023; Chumg, Seaton, Cooke, & Ding, 2016; Xiao, Chen, & Tang, 2020). Juxtaposing, the need to continuously create new knowledge and innovation may lead to stress, particularly in high-pressure environments such as IT industry, academia or research and development sectors, where innovation is essential but can feel demanding. Excessive demands for novelty can lead to poor job satisfaction, disengagement, burnout and emotional exhaustion, especially if support structures for balancing workload and well-being are lacking (Edú-Valsania *et al.*, 2023; Harkiolakis & Komodromos, 2023). The requirement for constant creativity and the high expectations for performance in learning organizations exacerbate stress, leading to burnout when workers feel they cannot meet these standards sustainably due to lack of job resources and increased mental labour (Zeng & Hu, 2024).

Despite previous literature increasingly recognizing knowledge sharing as a crucial contributor to employee well-being, the current empirical research examines the impact of well-being on knowledge sharing rather than exploring the impact of knowledge sharing on well-being. This paper addresses the gaps discussed above in the scientific literature by proposing the following hypotheses:

H1. Routine knowledge sharing has a positive direct effect on well-being at work.

H2. Novel knowledge sharing has a positive direct effect on well-being at work.

2.2.2 Impact of knowledge sharing − routine and novel on organizational learning capability. Developing organizational learning capability (OLC) is particularly significant in today's workplace where employees may frequently change jobs and take away knowledge or hoard knowledge as they feel after sharing unique knowledge they will no longer be needed (Marsick &Watkins, 2003). OL is a way of conducting an inquiry through knowledge: acquiring, transferring, storing, transforming, creating and packaging, where the terms learning and knowing have no substantial difference, which builds LO (Rupčić, 2020; Cuel, 2020; Gherardi, 2001). Thus, OLC, which is a capability to create LO, is dependent on frequent exchange and co-creation of knowledge among employees to ensure learning among employees (Rupčić, 2017; Marsick & Watkins, 2003; Sahibzada, Jianfeng, Latif, Shah, & Sahibzada, 2020).

Sharing of existing and novel knowledge is essential for higher learning in organizations (Yang, 2007; Castaneda, Manrique, & Cuellar, 2018). Learning involves the acquisition and sharing of novel information and knowledge that improves the existing knowledge base of the receiver and increases the understanding of developments in existing technology, goods, processes and markets by enhances learning through exploitation and exploration (Raj & Srivastava, 2016; Casteneda and Cuellar, 2020; Senge, 1997).

Moreover, knowledge sharing builds social connections and increases interpersonal ties to access peers faster with specific sets of skills and knowledge (Ganguly, Talukdar, & Chatterjee, 2019; Hayat Bhatti, Akram, Hasnat Bhatti, Riaz, & Syed, 2022), and high involvement in acquisition, sharing and application of knowledge results in higher learning in organizations (Asiedu et al., 2023; Liao & Wu, 2010). Knowledge sharing helps to understand work-related problems and find solutions (Rahman et al., 2015, 2020). Learning occurs when knowledge and expertise embodied within individuals are mutually shared, internalized and applied in relevant contexts (Nonaka & Takeuchi, 1996). Therefore, OLC will be fostered by knowledge sharing, where employees informally exchange and integrate new knowledge through conversations or formally through human resource (HR) processes such as selection, performance reviews, training, development and orientation programmes (Trivedi & Srivastava, 2023; Purushothaman, 2015).

Knowledge sharing and creating new ideas in organizations exploit individual and group-level learning to achieve organizational goals (Andreeva & Kianto, 2011; Casteneda and Cuellar, 2020). Absorptive capacity in the form of knowledge sharing and creation of new ideas provides individuals with new information in the form of relevant knowledge and context, enriching individuals' cognitive and affective learning (Marsick & Watkins, 2003; Soo *et al.*, 2017).

Substantial research shows that sharing knowledge is a key factor strongly linked to organizational learning (Matsuo, 2024; Kucharska & Rebelo, 2022; Yoon & Park, 2023). However, no research has explored the simultaneous sharing of routine (existing) knowledge and the creation of new knowledge within an organization. Examining the concurrent impact of routine (existing) knowledge and novel knowledge creation on OLC is critical for several key reasons. According to Peschl (2023), integrating both types of knowledge enrich organizational learning processes. Existing knowledge provides a foundation that supports the assimilation and application of new knowledge. When organizations value both existing and new knowledge, they create a culture that encourages continuous learning and improvement. In addition, effective knowledge sharing comprises of sharing existing knowledge and integrate new insights (Dzenopoljac, Dzenopoljac, Muhammed, Abidi, & Kraus, 2024; Trivedi & Srivastava, 2023).

The discussion above leads to the hypotheses:

H3. Routine knowledge sharing has a positive direct effect on organizational learning.

H4. Novel knowledge sharing has a positive direct effect on organizational learning.

2.2.3 Organizational learning capability and well-being at work. From an employee perspective, learning at the workplace is an important part of work life and can help to maximize performance and job satisfaction by protecting employees' well-being (Watson et al., 2018; Guest, 2017). The organizational environment has a vital role in explaining whether the outcomes of individual learning will be realized or not and further succeed or fail to diffuse into positive organizational- or system-wide impacts in terms of well-being and performance (Watson et al., 2018). OLC is organizational practices that promotes learning among individuals, teams or organizations (Firestone & McElroy, 2004). OLC has several positive outcomes for employees, for example, psychological safety, self-efficacy, a supportive work environment and learning ability itself (Kucharska & Rebelo, 2022; Mishra & Bharti, 2022). Enhancing competence through learning and development and providing a sense of an attractive career future contribute to a feeling of security and aid the development of self-efficacy, an important antecedent of well-being (Guest, 2017).

The majority of studies focus on how learning can improve organizational effectiveness and competitive advantage, rather than how it impacts employees' psychological and physical health (Argote, 2013; Purushothaman, 2015; Raj & Srivastava, 2016; Nonaka et al., 1996). However, there is a scarcity of studies that investigate the impact of OLC on employees' psychological well-being at work (Argote, 2013; Nonaka et al., 1996; Huhtala & Parzefall, 2007). Although existing research shows that learning has a positive effect on students' mental, subjective and psychological well-being, there is a lack of studies demonstrating the contribution of organizational learning to well-being at work. As a result, there is less evidence to support the idea that OLC can provide a competitive advantage by promoting employee well-being. Research on workplace well-being and organizational learning often exists in silos, with limited interdisciplinary studies bridging the two areas. Occupational health psychology primarily conducts well-being research, while management and organizational behaviour fields typically study organizational learning, resulting in a

dearth of integrated studies (Rao et al., 2018; Taris & Schaufeli, 2015; Crossan, Maurer, & White, 2011). Thus, we highlighted how OLC can improve employee well-being:

H5. Organizational learning has a positive direct effect on well-being at workplace.

2.2.4 Mediating influence of organizational learning on the impact of routine and novel knowledge sharing on well-being at work. Recent studies have called for further examination of the underlying reasons for the relationship between knowledge sharing and well-being at work (Chtioui et al., 2023; Aoki, 2021; Hayat Bhatti et al., 2022). Knowledge management (KM) is the set of processes that seeks to change the organization's present pattern of knowledge processing to enhance knowledge outcomes, implying that KM does not directly manage knowledge outcomes but only impacts processes, which in turn impact outcomes (Firestone & McElroy, 2004). Although there is a stronger correlation between employees' knowledge behaviours and their ability to acquire and interpret knowledge, which is the primary aspect of learning, there is still a lack of research on the relationship between the elements of learning culture and employees' well-being (Yoon & Park, 2023).

The knowledge sharing process is crucial for creating a learning climate reflected in the entire staff's high motivation and disposition to learn, as well as organizational encouragement for the team seeking new solutions and implementing new ideas (Kucharska & Bedford, 2020). Garvin (1993) defined an organization with a learning culture as an "organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights" (p. 80). So, it clearly suggests that the sharing of new or existing knowledge is crucial for the development of OLC (Kucharska & Rebelo, 2022; Firestone & McElroy, 2004). Furthermore, knowledge sharing promotes a feeling of being supported, accomplished and engaged at the workplace (Kumaraswamy & Chitale, 2012), that signifies employee well-being at work (Berraies et al., 2020; Biétry & Creusier, 2013). From, the theoretical association presented by the review of literature given, we posit that the knowledge sharing leads to improved OLC, which in turn raises employee well-being at work:

H6. Organizational learning mediates the relationship between routine knowledge sharing and well-being at work place.

H7. Organizational learning mediates the relationship between novel knowledge sharing and well-being at work place.

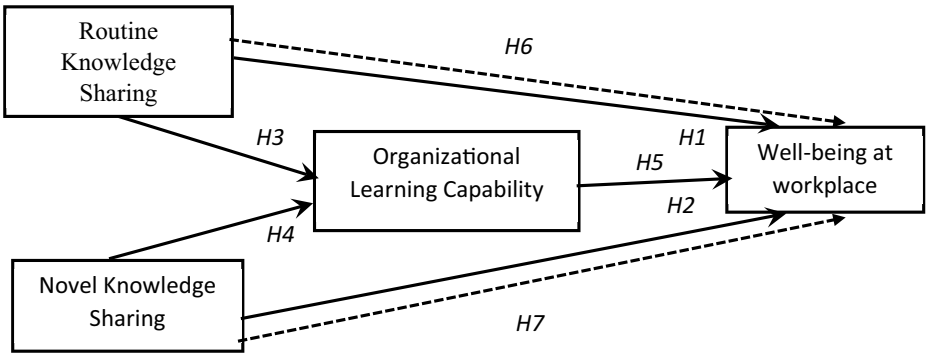
2.2.5 Conceptual framework for the study

3. Methodology

We collected data from Indian IT large-scale companies using Likert-type scale questionnaire survey (Figure 1). We computed the descriptive statistics, reliability and validity through exploratory and confirmatory factor analysis (EFA and CFA) and tested the hypothesis using path analysis in SEM using SPSS 22 and AMOS 26 software.

3.1 Measures

To collect data for the constructs under study, we used operationalized standard scales (See Appendix) consisting of Likert-type options, namely, 7 for *Strongly agree*, 6 for *agree*, 5 for slightly *agree*, *4 for neutral, 3 for slightly disagree*, *2 for disagree and 1 or strongly disagree.* Routine knowledge sharing (RKS) (five items) and novel knowledge sharing (NKS; four items) were adopted from Andreeva & Kianto (2011), and the sample items are namely, "*In our organization, employees and managers exchange a lot of information and knowledge*" for



Source: Authors' own work

Figure 1. Conceptual framework

routine knowledge sharing and "*Our organization frequently comes up with new ideas about our products and/or services*", for novel knowledge sharing.

Organizational learning capability (OLC) was measured using the short version of the dimensions of learning organizations scale (DLOQ; seven items) by Marsick & Watkins (2003), and the sample items are, namely, "*My organization makes its lessons learned available to all employees*" and "*In my organization, teams or groups revise their thinking as a result of group discussion"*. DLOQ measures seven dimension of learning organizations using 43-items and even a 21-item questionnaire. This shorter version consisting of seven items, one item representing each distinct dimension of OLC. This shorter version has been used and validated by previous studies. We measure OLC through DLOQ to represent OL is that higher the level of organizational learning practices, higher will be the level of organizational learning capability in the organization. It has been used to measure organizational learning in several papers and validated in different contexts and cultures (Jain & Moreno, 2015; Rupčić, 2020, 2021; Voolaid & Ehrlich, 2017).

Well-being at work (WBW) was measured using a 12-item scale adapted by Berraies et al. (2020), originally given by Biétry & Creusier (2013), and the sample items are, namely, "*I have good relationships with my colleagues*" and "*My needs and expectations are taken into account."* The reliability coefficient of each scale is indicated in Table 1. Control variables: gender, age and experience were coded as dummy variables and taken as control variables in the structural model.

3.2 Sampling and data collection

3.2.1 Sample size. The theoretical model of the study consists of four latent factors consisting of a total of 28 questions. To determine the minimum sample size to detect an effect, we calculated *a priori* sample size of 180 for SEM-based analysis, anticipating a medium effect size of 0.3, a desired statistical power of 0.8, a number of latent variables of 4, a number of observed variables of 28 and a probability level of >0.01 (danielsoper.com).

3.2.2 Sampling and survey administration. We administered a survey questionnaire to collect responses from professionals working in the IT industry in India involved in

Table 1. Factor loadings. Sample adequacy, reliability and validity

Construct	Items	λ	KMO	Cα	AVE	CR
Organizational learning capability	OLC1	0.827	0.893	0.895	0.61475	0.9177
	OLC2	0.780				
	OLC3	0.755				
	OLC4	0.764				
	OLC5	0.776				
	OLC6	0.758				
	OLC7	0.824				
Well-being at work	WBW1	0.901	0.816	0.848	0.6029	0.8917
	WBW2	0.673				
	WBW3	0.933				
	WBW4	0.878				
	WBW5	0.897				
	WBW6	0.882				
	WBW7	0.515				
	WBW8	Dropped				
	WBW9	Dropped				
	WBW10	0.601				
	WBW11	0.560				
Routine knowledge sharing	RKS1	0.669	0.819	0.785	0.5449	0.8558
	RKS2	0.765				
	RKS3	0.826				
	RKS4	0.639				
	RKS5	0.776				
Novel knowledge creation	NKS1	0.834	0.802	0.843	0.6827	0.8958
	NKS2	0.830				
	NKS3	0.793				
	NKS4	0.847				

Notes: λ = factor loadings, Cα = Cronbach's alpha; AVE = average variance extracted; CR = composite reliability; extraction method = principal component analysis; based on eigen values greater than 1; promax rotation; for WBW = based on two fixed factors
Source: Authors' own work

services such as telecommunications, software, product development, information services and data processing and scientific or technical services. These organizations are knowledge-intensive learning organizations where cultivating learning and knowledge-enhancing behaviours is crucial for their growth and survival (Chawla & Joshi, 2011; Trivedi & Srivastava, 2023; Mishra & Bharti, 2023). Based on market capitalization of over 2,000 crore rupees, from 30 large IT companies indexed on the Bombay Stock Exchange in India, we randomly selected 10 companies and contacted their employees via LinkedIn to participate in a survey. To recruit participants, we sought out LinkedIn, a professional networking online platform that provides access to authentic professionals who can be contacted to participate in a survey. Using purposive sampling, we identified 400 employees (40 from each company) engaged in knowledge-intensive work by reviewing their job profiles. To ensure informed consent from the participants, we explained the target sample about the aim and procedure of the study to seek their voluntary participation. Since there were no potential threat or side-effects of participation in the online survey for this study, formal clearance of ethics review board was not required.

Out of 400 surveys sent, we received 219 completed responses. The response rate was 54.75%. We identified 10 disengaged participants with no variation in responses and removed them. The final data set consists of 209 responses collected over a period of three weeks in February 2024. There were 142 males and 67 females belonging to the age group: 21–30 = 70; 31–40 = 76; 41–50 = 34; and 51–60 = 27. Participants were graduates and post-graduates in the field of technology and management and incumbents in the roles of senior managers, assistant managers, software engineers, programmers, system analysts, developers and KM associates.

3.3 Reliability and validity

In terms of normality, the co-efficient for skewness were significant within the range of −2 and +2, and kurtosis coefficient is within the range of −3 and +3 (Hair et al., 2021; Byrne, 2011).

3.3.1 Common-method, multicollinearity and non-response bias. This study collects data for independent and dependent variables using a single measure from the same respondent, it is prone to common method bias (CMB) (Mackenzie & Podsakoff, 2012). To check that CMB is moderate, we conducted the Harman single factor test, and the result (Table 2) showed that the total variance extracted from a single measure was less than 50%, i. e. 37.64%. Thus, we rule out that CMB is a severe problem in our data.

To verify that severe multi-collinearity is not present in our data, we calculated the collinearity tolerance and variation inflation factor (VIF). VIF less than 5 is considered as a threshold to indicate that multi-collinearity is not a potential problem, whereas VIF more than 10 is a sign that multi-collinearity is definitely posing a problem. In our case, tolerance values for all the predictors are above 0.10 = RKS-0.227, NKS = 0.297 and OL = 0.254; and VIF is less than 5, RKS = 4.399, NKS = 3.371, OL = 3.939 confirming that multi-collinearity is within the safe thresholds.

We accounted for CMB and non-response bias before data analysis. Levene's test of homogeneity results showed no significant difference between the responses of early and late respondents, indicating that non-response bias is not an extreme issue.

Exploratory and confirmatory factor analysis (EFA and CFA) was conducted to determine reliability and validity of data. Table 1 above presents the constructs' reliability, convergent and discriminant validity assessments. Reliability refers to how consistently the survey measures the constructs. Cronbach's alpha assesses the reliability of the scales; in this case, Cronbach's alpha values for all constructs are higher than the threshold of 0.7. Also, the Kaiser-Meyer-Olkin-Bartletts test, which shows reliability and sample adequacy, exceeded the thresholds of higher than 0.5. All the items had factor loading above 0.6, indicating a

Table 2. Descriptives and correlations

Constructs	Mean	Std. dev	OLC	WBW	RKS	NKS
OLC	6.019	1.194	1			
WBW	2.814	0.437	0.786**	1		
RKS	3.813	0.628	0.846**	0.781**	1	
NKS	4.654	0.871	0.792**	0.606**	0.817**	1

Notes: **Correlation is significant at the 0.01 level (2-tailed); 95% confidence; no. of samples = 209; OLC = organizational learning capability; WBW = well-being at work; RKS = routine knowledge sharing; NKS = novel knowledge sharing
Source: Authors' own work

strong correlation between the observed item and the latent factor (Kline, 1998; Hair et al., 2021). Items WBW8 and WBW9 were dropped due to poor factor loading > 0.5.

As recommended by Hair et al. (2021), the following three indicators assess the convergent validity:

(1) average variance extracted (AVE) estimates how much variations in the items can be explained by the latent construct. As a rule of thumb, AVE greater than 0.5 means that the variables reasonably explain the latent construct. The AVE values of all the four constructs are higher than 0.5;

(2) the composite reliability (CR) measures the internal consistency of the indicators loading on the latent construct. If the CR is above 0.7, the indicator variable loading on the latent variable has shared variance among them. As indicated in Table 1, the CR values of all the latent variables are close to or above 0.90; and

(3) all the CR values are higher than AVE, indicating high convergent validity.

3.4 Measurement model

The model fit indices met the acceptable thresholds, as presented in Table 3. Even though the indices are not above a desirable threshold of 0.9, values above 0.8 are also acceptable (Baumgartner & Homburg, 1996).

4. Results

We applied the bootstrap confidence method with 2,000 iterations to assess mediation to find the indirect effect, as recommended by Hayes (2009). The total effect model shows the impact of prediction on the outcome variable without the mediator (Baron & Kenny, 1986). We followed the mediation analysis procedure by Zhao, Lynch, & Chen (2010) to assess mediation. In the first step, we checked whether the indirect effect of predictor variables on the outcome variable is significant or not, if it is significant then there exists a mediating effect.

As depicted in Table 4, RKS has a positive direct relationship with WBW (β = 0.666; p = 0.001), supporting *H1*. NKS has no direct relationship with WBW, so *H2* is unsupported (β = 0.106; p = 0.361). Further RKS (β = 0.512; p < 0.01) and NKS (β = 0.359; p < 0.01) have a direct positive relationship with OLC supporting *H3* and *H4*. OLC has a significant predictive capacity for WBW (β = 0.794; p < 0.001), supporting *H5*.

Furthermore, result shows that OLC has a significant indirect effect in the relation between the predictor variables-RKS (β = 0.263; p < 0.01) and NKS (β = 0.180; p < 0.01)

Table 3. Model fit indices

Fit index	Obtained values	Recommended threshold value
Absolute fit measures		
	1.906	<2 = a; < 5 = b
GFI	0.827	>0.90 = a; > 0.80 = b
RMSEA	0.066	< 0.80 = a; < 0.10 = b
Incremental fit measures		
CFI	0.911	>0.90 = a; > 0.80 = b
TLI	0.899	>0.90 = a; > 0.80 = b

Notes: (a) Acceptability = good; (b) acceptability = marginal
Source: Authors' own work

Table 4. Mediation results through direct and indirect effects

Relationship	Direct effect	LLCI	ULCI	*p*-value	Interpretation	Result
RKS → WBW	0.666**	0.355	0.997	0.001	Positive relationship	*H1* supported
NKS → WBW	0.106	−0.245	0.424	0.361	No relationship	*H2* unsupported
RKS → OL	0.512*	0.212	0.766	0.004	Positive relationship	*H3* supported
NKS → OL	0.359*	0.104	0.647	0.007	Positive relationship	*H4* supported
OL → WBW	0.794**	0.184	0.960	0.001	Positive relationship	*H5* supported
	Indirect effect					
RKS → OL → WBW	0.263*	0.062	0.552	0.006	Mediation exists	*H6* supported
NKS → OL → WBW	0.180*	0.032	0.450	0.009	Mediation exists	*H7* supported

Notes: *$p < 0.01$; **$p < 0.001$
Source: Authors' own work

and the outcome variable- WBW. This confirms the mediating effect of organizational learning in the relationship between NKS, RKS and the dependent variable − WWB. Thus, we conclude that OLC mediates the relationship between RKS, NKS and WBW, supporting *H6* and *H7*. In addition, no significant effect of the control variables, such as gender, age and experience, had a confounding effect on the endogenous variables in this structural model.

Following MacKinnon, Lockwood, Hoffman, West, & Sheets (2002), a Sobel test was conducted that suggests a significant Z value higher than 1.96 confirms the mediating effect. For the indirect effect of RKS on well-being through OLC (standardized indirect effect = 0.263; Sobel A = 0.960; B = 0.147; SEa = 0.216; SEb = 0.051; Z = 2.418; $p < 0.01$). This confirms that organizational learning culture mediates the impact of routine knowledge sharing on well-being at work, supporting *H6*. The Sobel test confirmed the presence of an indirect effect of OLC in the relationship between NKS and WBW (standardized indirect effect = 0.180; Sobel A = 0.478; B = 0.147; SEa = 0.132; SEb = 0.051; Z = 2.418; $p < 0.01$).

5. Discussion

This study examined the relationship between routine and novel knowledge sharing, organizational learning capability and well-being at work in Indian IT organizations. The results confirmed that OLC has a mediating effect on the relationship between routine and novel knowledge sharing and well-being at work. While the current literature on KM−OL suggests that organizational learning is an outcome sharing of new and existing knowledge in organizations (Watson et al., 2018; Casteneda and Cueller, 2020; Andreeva & Kianto, 2011), this study theoretically contributes by highlighting the synergistic effect of the knowledge sharing−learning relationship on employees' well-being at work.

H1, *H3*, *H4*, *H6* and *H7* support the significant and positive impact of RKS and NKS on WBW through the mediating effect of OLC. The findings of the study are in line with recent research affirming that knowledge sharing promote an organizational knowledge base and skills-enhancing organizational learning (Rao et al., 2018; Sahibzada et al., 2020; Kumaraswamy & Chitale, 2012; Liao & Wu, 2010), which ensure experience of positive affects such as commitment, recognition, social support, trust, engagement and harmony among employees (Matsuo, 2024; Mishra & Bharti, 2023; Chumg et al., 2016; Yadav, Yadav, & Vihari, 2023; Malik & Garg, 2020; Dash, Farooq, &

Upadhyay (2022), instilling a sense of greater well-being (Berraries et al., 2020; Bakker & Demerouti, 2007; Watson et al., 2018). Helping co-workers by sharing routine and novel knowledge fosters positive emotional experiences among employees, such as happiness, satisfaction and psychological well-being, which is why knowledge sharing is highly correlated with workplace well-being (Jeon *et al.*, 2011; Kankanhalli et al., 2005; Tran Pham, 2022; Kim, 2021; Rahman et al., 2020; Chtioui et al., 2023). These findings corroborate previous studies (Ganguly et al., 2019; Hayat Bhatti et al., 2022; Asiedu et al., 2023; Liao & Wu, 2010), affirming sharing new and existing knowledge helps people learn by giving them faster access to peers who possess the necessary expertise and skill sets through that by increasing social connections, thus, organizations learn more when there is increased knowledge sharing. *H5* is accepted, confirming the study by Watson et al. (2018), which prescribes that workplace learning is a crucial component of employees' well-being because learning ensures positive affective states of engagement, satisfaction, mutual support and trust among employees.

Interestingly, *H2* was unsupported, indicating that novel-knowledge sharing was not significantly related to workplace well-being. We attribute this non-significant result due to several reasons, firstly, knowledge workers in learning organizations are typically expected to share insights and collaborate frequently, which demands high mental efforts and can be time-consuming Harkiolakis & Komodromos (2023). Secondly, based on JDR theory, knowledge workers often feel burnout and emotionally exhausted due to complex demands of complex process of innovation (Edú-Valsania *et al.*, 2022). Thirdly, employees are more likely to encounter unprecedented challenges and complex tasks in the process of creating and sharing novel ideas and knowledge, face burnout (Huhtala & Parzefall, 2007) and turnover (Bakker & Demerouti, 2007). This may enhance their burnout level, as they undergo stress while meeting job demand and resource imbalance. Owing to these factors, creating and sharing novel knowledge may have no contribution in enhancing employees' well-being. On the other hand, *H7* is supported, suggesting that sharing novel knowledge can enhance workplace well-being in learning organizations through developing OLC. High OLC provides learning-supportive resources that helps employees to meets the high demands to sustain innovation and knowledge work. This implies when knowledge sharing and creation can be beneficial for workplace well-being when it facilitates learning in the organization, as results show that OLC mediates the relationship between NKS and WWB. This highlights organizational learning as an essential contributor of well-being in knowledge-intensive IT organizations.

5.1 Theoretical implications

Recent studies have renewed the focus on employee well-being in knowledge- and learning-intensive organizations such as IT firms in India because problems such as stress, burnout, reduced work−life balance and low job satisfaction were aggravated during the COVID-19 pandemic. Yet, the impact of knowledge-based and learning practices on employee well-being has not been empirically investigated (Watson et al., 2018; Yoon & Park, 2023) particularly in the context of Indian IT organizations. This study has at least three theoretical implications.

Firstly, this study contributes to the academic literature by providing empirical evidence regarding the mediating effect of organizational learning in the relationship between routine and novel knowledge sharing on well-being at work through organizational learning. The findings contribute to the segment of studies that provide strategic insights to knowledge-intensive organizations to boost learning capability

(Kucharska & Rebelo, 2022; Matsuo, 2024) and well-being (Aoki, 2021; Chumg et al., 2016; Yan *et al.*, 2016). Integrating evidence from literature on organizational learning (Rupčić, 2017; Sahibzada et al., 2020; Argote et al., 2021; Purushothaman, 2015; Raj & Srivastava, 2016), this study explores the underlying mediator in the impact between knowledge sharing and employee well-being.

Secondly, exploring the association among knowledge sharing processes, organizational learning and employee well-being at work, this study adds to the learning and well-being paradigm based on job-demand resource theory (Taris & Schaufeli, 2015; Crossan et al., 2011). The result contributes to employee well-being literature from two different perspectives: a positive well-being perspective and a negative un-well-being perspective (Huhtala & Parzefall, 2007). While routine and novel knowledge sharing contributes to employee well-being at work when it leads to positive cognitive states of higher satisfaction, absorption and engagement, the results also suggest that engaging in innovative work behaviour has no significant relationship with well-being. Therefore, innovation-oriented firms must establish an employee-friendly learning culture and enhance their organizations' learning capabilities to ensure the well-being and minimize stress of their employees.

Thirdly, it presents fresh evidence from learning organizations from emerging economy of India, particularly the IT sector, where long working hours, high attrition and shift-work necessitates the utilization of all possible levers to ensure employee well-being (Premchandran & Priyadarshi, 2018). Fostering knowledge sharing practices can be one such driver that could be used by managers to enhance learning, engagement, support system and increase satisfaction and employee well-being at work (Jeon *et al.*, 2011; Kankanhalli et al., 2005; Tran Pham, 2022; Kim, 2021; Rahman et al., 2020; Chtioui et al., 2023).

5.2 Practical implications

The findings of the study have practical implications for IT organizations where challenges include continuous upgradation of skills and learning to gain competitive advantage (Trivedi & Srivastava, 2025) while ensuring that employees maintain a healthy work−life balance and well-being (Malik & Garg, 2020; Mishra & Bharti, 2023). In virtual organizations such as IT, employees may be reluctant to share their unique knowledge due to fear of losing their power, and hence practices that support knowledge sharing should be adopted by these organizations for achieving the overarching goals of learning and well-being (Chumg et al., 2016).

HR managers can assist and support their employees in meeting their on-the-job learning requirements by inculcating knowledge-sharing practices, thereby better equipping them to thrive in a competitive business environment (Trivedi & Srivastava, 2025). HR policies must promote knowledge sharing among employees through reward, promotion, training and recognition. Leaders must encourage knowledge-sharing behaviours by creating a culture of openness, mutual trust and networking. Leaders can enhance organizational learning and employee well-being by promoting knowledge sharing through both formal and informal learning interventions. Organizational learning can ensure learning on the job, reducing exclusively devoted working hours for training and learning purposes and thus providing more leisure hours to employees, helping them to maintain work−life balance. Thus, managers in IT companies need to establish a system that leads to a higher level of knowledge sharing among employees and subsequently facilitates learning and employee well-being. Management should adopt knowledge-sharing practices and culture to facilitate learning and well-being in the organization, as these are cost-effective methods for intra-knowledge sharing.

5.3 Limitations and future research direction

The results should be interpreted minding several limitations of the study. Firstly, the cross-sectional design of this study makes it difficult to establish a cause−effect relationship among the variables. The cross-sectional design limits causal interpretation, and this is acknowledged by the authors. While reliability and validity tests were appropriately conducted, future studies should consider using longitudinal designs to strengthen the causality. Furthermore, data can be collected at different points of time for the constructs under study, for instance collecting data for first independent construct followed by the mediator and finally the dependent construct. Secondly, the use of self-report measures makes data susceptible to common method and social desirability bias. Therefore, it is recommended that future research adopt a longitudinal design with objective measurement of variables. Employees' well-being has a positive impact on knowledge sharing in organizations entailing a virtuous cycle (Chtioui et al., 2023; Jami Pour & Taheri, 2019), further examination is needed to examine the role of organizational learning in this scenario. The construct of workplace was not distinguished into two different latent factors (Berraies et al., 2020) − hedonic well-being through interpersonal interaction through colleagues, and eudemonic well-being through working conditions/ environment. Future research can find the specific effects. Individual differences such as learning orientation, personality influences the relationship between knowledge sharing and well-being (Yadav et al., 2023; Jami Pour & Taheri, 2019).

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Appendix

Routine knowledge sharing

- RKS1 In our organization, information and knowledge are actively shared within the same function.
- RKS2 Different functions of our organization actively share information and knowledge among each other.
- RKS3 In our organization, employees and managers exchange a lot of information and knowledge.
- RKS4 Our organization shares a lot of knowledge and information with strategic partners.
- RKS5 Our employees are systematically informed of changes in procedures, instructions and regulations.

Novel knowledge sharing

- NKS1 Our organization frequently comes up with new ideas about our products and/or services.
- NKS2 Our organization frequently comes up with new ideas about our working methods and processes.

- NKS3 If a traditional method is not effective anymore, our organization develops a new method.
- NKS4 Our organization uses existing know-how in a creative manner for new applications.

Organizational learning

- OL1 My organization makes its lessons learned available to all employees.
- OL2 My organization recognizes people for taking initiative.
- OL3 In my organization, leaders continually look for opportunities to learn.
- OL4 My organization works together with the outside community to meet mutual needs.
- OL5 In my organization, teams/groups revise their thinking as a result of group.
- OL6 In my organization, people are rewarded for learning.
- OL7 In my organization, people spend time building trust with each other.

Well-being at work

- WBW1 My work hours are stable 0.719.
- WBW2 My professional life does not interfere with my personal life 0.839.
- WBW3 My working hours are reasonable 0.813.
- WBW4 I have good relationships with my colleagues 0.910.
- WBW5 I feel well integrated with my co-workers 0.936.
- WBW6 My co-workers and I are united as a group 0.857.
- WBW7 I have opportunities for career development if I want it 0.662.
- WBW8 My needs and expectations are taken into account excluded.
- WBW9 My supervisor positively recognizes my efforts excluded.
- WBW10 I can customize my work environment 0.818.
- WBW11 My workstation is appropriate for my needs.

Source: Authors' own work

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