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Abstract

Recent research has focused on students' knowledge sharing behavior and its driving factors, which promote the knowledge transmission and exchange in different educational settings. However, little research has focused on factors that inhibit knowledge sharing. Based on social learning theory and social cognitive theory, the current study investigates the relationships between knowledge hiding behaviors and students' belief about interactional justice and professional commitment. Based on 312 reliable questionnaires collected from Chinese and international postgraduate students in China, this study explored postgraduate students. Three knowledge hiding behaviors include playing dumb, evasive hiding, and rationalized hiding, all of which is negatively related to interactional justice. Furthermore, the moderating effect of professional commitment was found to influence evasive hiding more significantly than the other two aspects of knowledge hiding. Based on the findings of the study, implications are elaborated for learners, supervisors, and higher education. (HRK / Abstract übernommen)