

Motivation Levels, Attitudes and Intentions Regarding Knowledge Sharing Among Nurses in Faisalabad, Pakistan

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Abstract

Background: The purpose of the study was to assess the motivation levels, attitudes and intentions regarding knowledge sharing among nurses. **Materials and Methods:** This is a cross-sectional study conducted in February to May 2021, on the nurses working in two Public hospitals in Faisalabad. A total of 300 nurses participated in the study. The main questionnaire based on the socio-demographic questionnaire comprises of the age, gender, qualification and work experience. Other than this, six tools which were used to assess the intrinsic and extrinsic motivators of the employee to share the knowledge with others. **Results:** Qualification, experience and position in the unit is directly proportional to that of the intrinsic and extrinsic motivation to share knowledge. Marital status of the participants is not strongly associated to the knowledge sharing items. Correlation between the different items of the effects of extrinsic and intrinsic motivational scales and employee knowledge sharing intentions. Shows that extrinsic and intrinsic motivation is associated to the attitudes toward knowledge sharing and knowledge sharing intentions. **Conclusions:** As the mean score of intrinsic and extrinsic motivation is less hence, educators and administrators will have to adapt their strategies to facilitate collaboration and promote interactive learning among nurses. There has to be modifications in strengthening the extrinsic motivations and removing barriers of members' participation. Additionally, there has to be individual sharing knowledge has to be motivated through appreciation at the unit level.

Keywords: Knowledge sharing, motivation, nurses, Pakistan.

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INTRODUCTION

Knowledge sharing can be considered an important process in organizations, because it is fundamental to generating new ideas and developing new opportunities through socialization and the learning process of knowledge workers (Kianto *et al.*, 2019). Knowledge sharing can be defined as a social interaction culture, involving the exchange of employee knowledge, experiences, and skills through the whole department or organization (Lee *et al.*, 2016). Motivation has been identified as a key determinant of general behavior, information technology acceptance behavior, and work-related behavior, and there is an indication that it is the primary trigger for knowledge transfer (Wu, 2020). Two broad classes of motivation are extrinsic and intrinsic have been defined and examined across various contexts and studies. Extrinsic motivation focuses on the goal-driven reasons, e.g. rewards or benefits earned when performing an activity,

while intrinsic motivation indicates the pleasure and inherent satisfaction derived from a specific activity (Wang *et al.*, 2019). Together, extrinsic and intrinsic motivation influence individual intentions regarding an activity as well as their actual behaviors (Aubret *et al.*, 2019). The occurrence of errors, including adverse events, or mistakes in treating patients in nursing departments is an issue in hospitals' highly variable situations in which quick and critical decisions are to be made (Freund *et al.*, 2018). The key factor, which contributes to the prevention of such errors, is nurses' past experiences and knowledge (Zavala *et al.*, 2018). Knowledge management among the nurses has some benefits such as lowering the training costs, medical errors, and promoting the patient care quality. All the foregoing reasons together with the teaching nature of the health centers provide strong evidence on the necessity of focusing on the knowledge sharing and identifying the effective factors for its implementation in the health domain (Zarrinsadaf *et al.*, 2020). Some

previous studies explored the association between the motivation and knowledge sharing abilities as the personal attributes while other shares that the extrinsic factors are the core factor of sharing the knowledge. Additionally, there is no such study which explores the knowledge sharing behavior and attitude among nurses in Pakistan. Hence the purpose of the study was to assess the motivation levels, attitudes and intentions regarding knowledge sharing among nurses.

METHODOLOGY

This is a cross-sectional study conducted in February to May 2021, on the nurses working in two Public hospitals in Faisalabad. Inclusion criteria of the study was staff nurses with the having license, at least 1 year work experience in the present unit, the main exclusion criteria is having disabilities and working on the position of academic or clinical instructor. A total of 300 nurses participated in the study. The sample size was calculated through PASS software. The main questionnaire based on the socio-demographic questionnaire comprises of the age, gender, qualification and work experience.

Other than this, six tools which were used to assess the intrinsic and extrinsic motivators of the employee to share the knowledge with others. The detail of the tools is as follows:

1. Expected organizational rewards were measured using four items the tool was developed by Davenport and Prusak, (1998). It comprised of the employees believe that they will receive extrinsic incentives (such as salary incentives, bonuses, promotion incentives, or job security) through knowledge sharing.
2. Reciprocal benefits tool was developed by Kankanhalli, Tan and Wei, 2005 four items regarding employee belief of current knowledge sharing and future requests for knowledge being met.
3. Knowledge self-efficacy was developed by Spreitzer in 1995 it comprised on the four-item scale measuring employee judgments of their capability to share knowledge that is valuable to the organization.

4. Enjoyment in helping others was developed by Wasko and Faraj in 2000 which measured employee perceptions of pleasure obtained through sharing knowledge.
5. Attitude toward knowledge sharing was developed by Taylor and Todd in 1995 comprised of terms such as 'pleasant', 'good', 'valuable', and 'beneficial'.
6. Behavioral intentions was also developed by Taylor and Todd (1995) to assess the likelihood of employees to share knowledge.

All items were measured using a seven-point Likert-type scale (ranging from 1 = strongly disagree to 7 = strongly agree).

The Statistical Package for the Social Sciences (SPSS) version 13 was used for data analyses using descriptive (Percent, mean, and standard deviation) and inferential (Pearson's correlation coefficient) statistics methods. The P value less than 0.05 was considered as meaningful.

RESULTS

The number of participants were 200. The demographics of the participants were displayed in the Table 1. Table 8 depicts the means scores of the extrinsic and intrinsic motivators and the knowledge sharing attitudes and behaviors among nurses. The average mean score among the nurses regarding knowledge sharing were low. Table 9 presents the ANOVA score of demographic variables and Mean Score of the different scales of the expected organizational rewards, reciprocal benefits, knowledge self-efficacy, enjoyment in helping others, Attitudes toward knowledge sharing and Knowledge sharing intentions. Only marital status of the participants is not strongly associated to the knowledge sharing items. Table 10 presents the correlation between the different items of the Effects of extrinsic and intrinsic motivational scales and employee knowledge sharing intentions. Extrinsic and intrinsic motivation is associated to the attitudes toward knowledge sharing and knowledge sharing intentions.

Table 1: Socio Demographic Characteristics of Participants (n=200)

| S. No | Variable | n |
|-------|---------------------|---|
| 1 | Gender | Female |
| | | 300 |
| 2 | Age | Mean years of age |
| | | 33.4 |
| 3 | Qualification | Diploma |
| | | 160 |
| | | Bachelors of Science in Nursing (4 Years) |
| | | 90 |
| | | Bachelors of Science in Nursing (Post RN) |
| | | 48 |
| | | Masters of Science in Nursing |
| | | 2 |
| 4 | Marital status | Married |
| | | 145 |
| | | Un-married |
| | | 155 |
| 5 | Years of Experience | 1-5 Years |
| | | 102 |
| | | 6-10 Years |
| | | 98 |
| | | 11-15 Years |
| | | 36 |

| | | | |
|----------|----------|-----------------|-----|
| | | 16-20 Years | 39 |
| | | 21- 25 Years | 25 |
| 6 | Position | Managerial | 67 |
| | | Non- Managerial | 233 |

Table 2: Expected organizational rewards by Davenport and Prusak, (1998)

| S. No | Questions | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|--|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | I will receive a higher salary in return for my knowledge sharing. | 69 | 58 | 94 | 35 | 29 | 15 | 0 |
| 2 | I will receive a higher bonus in return for my knowledge sharing. | 99 | 85 | 67 | 27 | 22 | 0 | 0 |
| 3 | I will receive increased promotion opportunities in return for my knowledge sharing. | 103 | 56 | 49 | 57 | 35 | 0 | 0 |
| 4 | I will receive increased job security in return for my knowledge sharing | 28 | 63 | 54 | 83 | 59 | 13 | 0 |

Table 3: Reciprocal benefits by Kankanhalli, Tan and Wei, 2005

| S. No | Questions (When I share my knowledge with colleagues,) | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|--|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | I strengthen ties between existing members of the organization and myself. | 0 | 0 | 35 | 67 | 73 | 68 | 57 |
| 2 | I expand the scope of my association with other organization members. | 0 | 0 | 0 | 55 | 74 | 95 | 76 |
| 3 | I expect to receive knowledge in return when necessary. | 0 | 6 | 53 | 61 | 47 | 58 | 75 |
| 4 | I believe that my future requests for knowledge will be answered | 0 | 13 | 59 | 34 | 67 | 74 | 53 |

Table 4: Knowledge self-efficacy by Spreitzer (1995)

| S. No | Questions | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|--|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | I am confident in my ability to provide knowledge that others in my organization. | 27 | 29 | 31 | 96 | 67 | 50 | 0 |
| 2 | I have the expertise required to provide valuable knowledge for my organization. | 12 | 24 | 67 | 56 | 72 | 43 | 2 |
| 3 | It does not really make any difference whether I share my knowledge with colleagues. | 24 | 73 | 64 | 85 | 27 | 12 | 15 |
| 4 | Most other employees can provide more valuable knowledge than I can. (Reverse coded) | 34 | 29 | 64 | 45 | 49 | 56 | 23 |

Table 5: Enjoyment in helping others by Wasko and Faraj (2000)

| S. No | Questions | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|--|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | I enjoy sharing my knowledge with colleagues. | 25 | 57 | 69 | 14 | 87 | 41 | 7 |
| 2 | I enjoy helping colleagues by sharing my knowledge. | 23 | 34 | 56 | 54 | 29 | 92 | 12 |
| 3 | It feels good to help someone by sharing my knowledge. | 64 | 37 | 68 | 48 | 37 | 27 | 19 |
| 4 | Sharing my knowledge with colleagues is pleasurable. | 40 | 42 | 26 | 64 | 46 | 37 | 45 |

Table 6: Attitudes toward knowledge sharing by Taylor and Todd in 1995

| S. No | Questions (My knowledge sharing with other colleagues is ...) | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|---|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | very unpleasant ... very pleasant. | 23 | 34 | 56 | 54 | 29 | 92 | 12 |
| 2 | very bad ... very good | 64 | 37 | 68 | 48 | 37 | 27 | 19 |
| 3 | very worthless ... very valuable. | 25 | 57 | 69 | 14 | 87 | 41 | 7 |

| | | | | | | | | |
|---|-------------------------------------|----|----|----|----|----|----|----|
| 4 | very harmful ... very beneficial | 34 | 29 | 64 | 45 | 49 | 56 | 23 |
|---|-------------------------------------|----|----|----|----|----|----|----|

Table 7: Knowledge sharing intentions by Taylor and Todd (1995)

| S. No | Questions | Strongly Disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat Agree | Agree | Strongly Agree |
|-------|---|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| 1 | I intend to share knowledge with my colleagues more frequently in the future. | 69 | 58 | 94 | 35 | 29 | 15 | 0 |
| 2 | I will try to share knowledge with my colleagues. | 99 | 85 | 67 | 27 | 22 | 0 | 0 |
| 3 | I will always make an effort to share knowledge with my colleagues. | 103 | 56 | 49 | 57 | 35 | 0 | 0 |
| 4 | I intend to share knowledge with colleagues who ask. | 28 | 63 | 54 | 83 | 59 | 13 | 0 |

Table 8: Mean Score of the Expected organizational rewards, Reciprocal benefits, Knowledge self-efficacy, Enjoyment in helping others, Attitudes toward knowledge sharing and Knowledge sharing intentions

| S. No | Scales | Mean Score |
|-------|------------------------------------|------------|
| | Expected organizational rewards | 3.4 |
| | Reciprocal benefits | 3.2 |
| | Knowledge self-efficacy, | 4.1 |
| | Enjoyment in helping others, | 3.7 |
| | Attitudes toward knowledge sharing | 3.4 |
| | Knowledge sharing intentions | 3.1 |

Table 9: ANOVA score of demographic variables and Mean Score of the Expected organizational rewards, Reciprocal benefits, Knowledge self-efficacy, Enjoyment in helping others, Attitudes toward knowledge sharing and Knowledge sharing intentions

| S. No | | Qualification | Marital status | Years of Experience | Position |
|-------|------------------------------------|---------------|----------------|---------------------|----------|
| 1 | Expected organizational rewards | 0.03 | 0.4 | 0.001 | 0.002 |
| 2 | Reciprocal benefits | 0.001 | 0.2 | 0.04 | 0.02 |
| 3 | Knowledge self-efficacy, | 0.004 | 0.9 | 0.02 | 0.05 |
| 4 | Enjoyment in helping others, | 0.01 | 0.6 | 0.001 | 0.04 |
| 5 | Attitudes toward knowledge sharing | 0.03 | 0.1 | 0.003 | 0.04 |
| 6 | Knowledge sharing intentions | 0.01 | 0.7 | 0.04 | 0.03 |

*0.05 is the level of significance

Table 10: Correlation between the different items of the Effects of extrinsic and intrinsic motivational scales and employee knowledge sharing intentions

| S. No | Items | Attitudes toward knowledge sharing | Knowledge sharing intentions |
|-------|--|------------------------------------|------------------------------|
| 1 | Expected organizational rewards (extrinsic Motivation) | 0.03 | 0.03 |
| 2 | Reciprocal benefits (extrinsic Motivation) | 0.001 | 0.02 |
| 3 | Knowledge self-efficacy (Intrinsic Motivation) | 0.004 | 0.04 |
| 4 | Enjoyment in helping others (Intrinsic Motivation) | 0.001 | 0.01 |

*0.05 is the level of significance

DISCUSSION

Knowledge and experience is needed for the quick, error-free, and efficient decisions to handle the emergency and critical situations regarding patients in health care. The purpose of this research is to assess the motivation levels, attitudes and intentions regarding knowledge sharing among nurses. Among the nurses in Pakistan Faisalabad, the nurses shared that they have less mean value for the intrinsic factors regarding knowledge sharing. This study is consistent with the Yan, Wang, Chen, and Zhang (2016) and they shared that nurse's gain less benefits on sharing their knowledge therefore they are less motivated in sharing their knowledge. In the present study, nurses show high mean scores of the intrinsic motivation values. This is consistent with the study conducted among the student nurses which also revealed that the among the student nurses to share the knowledge the greatest motivation is always intrinsic. These motivations are intrinsically valuable and can direct nurses' efforts toward achieving a personal goal or responding to a personal or social obligation (resulting from personal identity). The finding shows that there was positive association between positive association between both the extrinsic and intrinsic motivations towards knowledge sharing and attitude which is consistent with the study conducted among nurses by Hajian and Sardar in 2017. Motivation to share the knowledge with others was significantly associated with age, qualification and experience another study conducted in China also shares the same association between qualification and motivation to share knowledge (Zhang *et al.*, 2017). The research has few limitation. This study was conducted in the public hospitals only. Moreover, convenient sampling strategy was opted. As the issue under study is sensitive hence there is a possibility that participants had depicted response bias during giving data. This was the first study to assess the motivation levels, attitudes and intentions regarding knowledge sharing among nurses in Pakistan. Additionally, the sample size of the research was fairly enough to generalize the concept on the general nursing population.

Based on the findings of the study there are few of the recommendations. Educators and administrators will have to adapt their strategies to facilitate collaboration and promote interactive learning among nurses. There has to be modifications in strengthening the extrinsic motivations and removing barriers of members' participation. Additionally, there has to be individual sharing knowledge has to be motivated through appreciation at the unit level. There has to be the culture that educators and administrators should pay particular attention to the individual aspects of members of the units who participated in the knowledge dissemination. The enhancement of nurses' self-confidence, through verbal or financial praises, can play a major role in promoting confidence and their contribution in sharing knowledge.

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