

The Effect of Employee Motivation and Perception Using Knowledge Transfer

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ABSTRACT

This study investigated the effects of employee motivation on knowledge transfer has been conducted in the education of Kermanshah. The aim of the present study and applied to the field of methodology - survey. Population of 103 individuals in the sample table using a sample size of 80 subjects was determined Morgan Korjes. Also collected data from the questionnaires of employee motivation on knowledge transfer has been used. The content of the questionnaire and the opinions of respected professors, advisors confirmed and also the reliability of the questionnaire by 15 employees using alpha Cronbach's alpha 947/0 is reported. For data analysis, regression test and Student's t test was used in statistical inference. Our findings indicate that greater intrinsic motivation for knowledge transfer between employees in the province's education than the average value (5/3) and motivation and knowledge transfer between employees of the organization, rather than the average value (5/3), respectively. The external motivation to transfer knowledge among the organization's employees is less than the average value (5/3) and the result of external motivation and intrinsic motivation on knowledge transfer ineffective without the influence of other variables on knowledge transfer amount (652/0) was effective.

KEYWORDS: Motivation, Staff, Extrinsic Motivation, Intrinsic Motivation, Knowledge Transfer.

INTRODUCTION

Factors affecting the progress and development in advanced societies show all of these countries have education qualifications. Crystallization of Education is committed to train human resources, scientists, professionals and skilled. In the world of science and technology development, including world-wide as the most important factor and fundamental process in the development of economic, social and cultural societies are the institutions and systems of education have won big and important role. Attention and increased attention to the type of training required is undeniable that the rapid pace of change in economic activity is social. Nowadays knowledge management is used widely in various institutions and organizations. However, organizations are viewed as central to human resource development and organizational transformation and to attract, maintain and motivate the development requires planning and organization of knowledge in this field.

Due to the sensitive nature of the mission of education in cultural infrastructure and more than any other community and educational organizations need to build organizational commitment of employees to perform better in the mission. Reputation knowledge management through the use of knowledge and information in order to coordinate the dynamic changes in the organization and development of systems to facilitate adaptability to changing business environment is a system. Today, as organizations face restrictions on the use of human capital in the labor market focus, Staff are also looking to spread their knowledge throughout the organization. The former competitive and traditional instruments are prohibited. Now the traditional means to promote the success of the organization as a monopoly and prevented colleagues is unacceptable (Rahnavard and Sadr, 2009).

RESEARCH BACKGROUND

Knowledge: knowledge is a concept beyond the data. Knowledge repository, the task associated with the implementation of the various decisions, relevant education, perception of different jobs and responsibilities associated with it is said (Rahnavard and Sadr, 2009).

Knowledge sharing: knowledge sharing is a complex behavior that leads to exchange information or to help others (Rahnavard and Sadr, 2009).

Application of knowledge: Organizational knowledge needs for goods, services, and processes used by the organization, if the organization can easily identify the right knowledge at the right place, it will be difficult in the competitive arena. In an era of innovation and creativity to succeed in today's world, organizations must be able to apply appropriate knowledge in the right place. Application of knowledge and enable knowledge to add value is (Bahat, 2001) organizational performance, largely depends on the ability to convert knowledge into practice their knowledge. Application of knowledge is so important that the House Child et al (2001) believe that if organizations fail in the application of knowledge, promotion and distribution of knowledge is successful, it will not have much impact.

Motivation: Motivation to process complex forces, needs, stress or other mechanisms defined conditions for the realization of the objectives of the activity of the person he helped launch and sustain it (Line, 2007).

Intrinsic motivation: refers to cases where the expected reward for a person's behavior is determined by an internal source. The person doing great work to achieve inner strength, although these factors may or may not correspond to the internal and external factors, and even lead to the punishment. Amplifier or source of intrinsic motivation makes sense when an external source is rewarding. According to the state or condition of a person in order to do certain external behavior (Ambile, 1993).

Extrinsic motivation: reinforcements that the person receives in return for an incentive-based activity, rewards are external. Reinforcements often occult; the rewards are tangible and universal.

Extrinsic motivation: Reward that person will receive in return for an incentive-based activity, rewards are external. The rewards, reinforcements often occult, are tangible and universal. A person with knowledge of the predicted probability of receiving the reward is self-organizing, depending on the severity of the rewards of his desire to create his work until it gives continuity (Hendricks, 1999).

Motivation and Knowledge Transfer: Effects of motivation and rewards for good behavior, psychology and the social sciences, sciences for many years, has been confirmed. In the field of knowledge management, each activity can be in the face of reward and motivation, it can be repeated. Knowledge of the culture, values, people, instead of the status hierarchy, with regard to knowledge management activities will be evaluated; and rewards are based on activities in order to provide knowledge management (Ellis and Romizen, 2002; Malhotra and Galta, 2003; Hashild et al, 2001). Motivation illustrate the proposed model, the cognitive model of knowledge sharing within the organization in which motivational incentives as part of the original model, which along with other factors, is conducive to encouraging people to share and transfer knowledge (Jiacheng et al., 2010).

The research done in this field "attitude towards knowledge sharing" is by Sai Hokoak (University of California) and Gao Sheng (University of Science and Technology, Hong Kong) have been conducted. In this research three variables as: external motivation, ability to attract and rich media as factors that influence attitudes toward knowledge sharing that was done. The results showed that external motivation does not affect knowledge sharing and capacity factor and rich media play an important role. Research as "research on motivational attitude" by James S.. H. Cook Assistant (PSA. GAO) PhD student, both in management and information systems at the University of Hong Kong, which was conducted in 2001.

The results of this research evidence that increased fame and efficacy and intrinsic motivation are considered to belong to the group. The motivations for knowledge sharing among employees are central. Another study done in this area as "transporting personnel Tasyrangyzsh knowledge" is. This study Drkshvraspanya, University of Valladolid, by Natalia Martin Cruz, Victor Martin and Selina Perzo Peter Villa (2009) has been made. These findings indicate that most of the organizations knowledge is developed through internal motivation and extrinsic motivation and knowledge transfer does not matter in most non-profit organizations and employees because of their intrinsic motivation rather than extrinsic rewards participate in knowledge transfer and financial (cruise et al., 2009).

MATERIALS AND METHODS

The purpose of this research is a study and application of research methodology, this study field is research – survey, the population for this study consisted of three organizations, the staff of Kermanshah Province Education based on a total of 103 people are planning department. Due to the size of the population (103 patients) using Korjes Morgan, 80, was selected as the sample size. Analysis of the questionnaire measured five option scale (Likert) is used, and the options very low to very high (very low to very high) have been determined. In this study, a questionnaire to assess the external validity, in addition to the Theory of teachers using supervisor and consultant, as well as the necessary preliminary survey questionnaire was applied. In this preliminary study was to assess the reliability of the questionnaire in the first phase of a total of 15 questionnaires were distributed.

Preliminary findings show the scale effect on staff motivation extrinsic motivation on knowledge transfer coefficient alpha 914/0 at the Cronbach's alpha reliability coefficient was motivated from 835/0. For the second part

of this knowledge transfer coefficient is equal to 947/0, which indicates the high reliability of the questionnaire in three parts. In this study, the generalizability of the findings to the population distribution of t and linear regression was used.

ANALYSIS OF DATA

First Hypothesis: Extrinsic motivation among staff education of Kermanshah for transfer students are above average. Extrinsic motivation is less than or equal to the average.

$H_0: \mu \leq 3.5$

Extrinsic motivation is higher than average.

$H_1: \mu > 3.5$

Table 1: t-test for the first hypothesis

		Test value = 5/3 (mean no)				
Confidence Distance 95%		The mean difference	Significant level	Degrees of freedom	t	
High	Low					
-0/350	-0/749	-0/549	0/000	79	-5/48	Extrinsic motivation
-0/598	-1/06	-0/833	0/000	79	-7/06	Strong stimuli
-0/776	-1/25	-1/01	0/000	79	-8/46	Recognition
-0/165	-0/701	-0/433	0/002	79	-3/21	Promotion
0/375	-0/209	0/083	0/572	79	0/567	Stability

In the above table it can be seen that a significant level of external motivation for variable test less than 05/0. Thus, given the value of t is negative in 95% null hypothesis cannot be rejected. In other words, it can be concluded that the motivations of employees outside of Kermanshah education organization for knowledge transfer in this study is lower than average.

Second hypothesis: Intrinsic motivation among staff of Kermanshah education organization for knowledge is above average.

Less than or equal to the average level of intrinsic motivation.

$H_0: \mu \leq 3.5$

Self-motivated individuals are above average.

$H_1: \mu > 3.5$

Table 2: t-test for the second hypothesis

		Test value = 5/3 (mean no)				
Confidence Distance 95%		The mean difference	Significant level	Degrees of freedom	t	
High	Low					
0/824	0/430	6/34	0/000	79	-5/48	Intrinsic motivation
0/536	-0/02	1/84	0/068	79	-7/06	Confidence
0/448	-0/164	0/920	0/361	79	-8/46	Independence
1/3	0/88	10/51	0/000	79	-3/21	Honesty
1/26	0/76	8/06	0/000	79	0/567	Registration

These tables can be seen in the significant tests for variable intrinsic motivation than 05/0. Thus, given the value of t is positive, the null hypothesis is rejected at the 95% confidence intervals. So we can conclude that the intrinsic motivation of staff education and Kermanshah to transfer knowledge, this study is higher than average.

Third hypothesis: knowledge transfer among employees Kermanshah education organization is higher than average.

Less than or equal to the average level of intrinsic motivation.

$H_0: \mu \leq 3.5$

Self-motivated individuals are above average.

$H_1: \mu > 3.5$

Table 3: t-test for the third hypothesis

		Test value = 5/3 (mean no)				
Confidence Distance 95%		The mean difference	Significant level	Degrees of freedom	t	
High	Low					
0/33	-0/16	0/083	0/514	79	0/656	Learning
0/88	0/42	0/65	0/000	79	5/69	Sharing idea
1/33	0/90	1/11	0/000	79	10/41	Knowledge sharing
0/43	-0/09	0/16	0/213	79	1/25	Consensus
-0/31	-0/86	-0/58	0/000	79	-4/24	Contact
0/46	0/10	0/28	0/002	79	3/2	Knowledge Transfer

In the above table it can be seen that a significant level of knowledge transfer between testing for less than one percent so the experimental average variable with mean theoretical knowledge in this research is a significant difference or words to transfer knowledge to the average experimental value (28/0) is higher than the theoretical mean so it can be concluded that the transfer of knowledge and education of employees in Kermanshah, in the present study is higher than average.

Hypothesis IV: internal and external motivation to transfer knowledge and education in Kermanshah city employees effective.

H_0 : internal and external motivation to transfer knowledge Kermanshah city in personnel organized education is not effective.

H_1 : the internal and external motivation to transfer knowledge effectively in Kermanshah city's Department of Education employees.

Table 4: Summary of regression models for the fourth hypothesis

Standard error of estimate	Coefficient Standard	Coefficient of determination	The correlation coefficient	Model
0/546	0/537	0/549	0/741	1

As can be seen from the above table, the correlation coefficients obtained from 741/0 showed a high correlation between the independent variables and the dependent variable. The coefficient of determination indicates that 55 percent of the variability in the dependent variable is the change in the independent variable.

Table 5: ANOVA for the fourth hypothesis

Model	Sum of squares	Degrees of freedom	Mean square	F	Significant level
1	Regression	27/96	2	13/98	46/8
	The remaining	23	77	0/299	
	Total	50/96	79		

As the above table it is seen that significant F-test less than 05/0 of the null hypothesis based on non-linear relationship between the independent variables and the dependent variable was rejected, so according to this table assumes a linear relationship was confirmed between the independent variables and affiliate.

Table 6: Regression coefficients for the fourth hypothesis

Model		Non-standardized coefficients		Standardized coefficients	t	Significant level
1		B	SE	Beta		
The dependent variable	Independent variables					
Knowledge Transfer	Constant coefficient	0/971	0/297		3/26	0/002
	Extrinsic motivation	0/126	0/083	0/141	1/52	0/132
	Intrinsic motivation	0/592	0/084	0/652	7/04	0/000

In the above table it can be seen that the constant test of significance of less than 05/0, thus assuming an alpha equal to zero is rejected and constant influence on the dependent variable can participate in the equation, Significant coefficient of the independent variables (extrinsic motivation) is more than 5% is not a good way to enter into the equation. The dependent variable or expression cannot be effective. But the coefficient of the independent variables (intrinsic motivation) was less than 1% is appropriate, therefore, to enter into the equation or the other can be effective on the dependent variable.

Not the standard equation (independent variables with other variables involved)

$$Y = a + (b_1x_1) + (b_2x_2)$$

(Motivation Duran) $592/0 + 971/0 = \text{Knowledge Transfer}$

The standard equation (independent variables without interference from other variables)

$$Y = (b_1x_1) + (b_2x_2)$$

(Motivation Duran) $652/0 = \text{Knowledge Transfer}$

The above equation reveals that a unit change in the value of intrinsic motivation (652/0) is increasing in knowledge transfer.

CONCLUSION

To investigate the hypothesis that the extrinsic motivation among knowledge and education in Kermanshah city employees to the transfer of knowledge is above average. Using Student's t-test has been shown that extrinsic motivation variable items were generally lower than the theoretical mean. The external motivation variable and its value (549/0) and this difference is less than the theoretical mean of one percent (000/0) is significant thus, external motivation to transfer knowledge among older workers Organization of education on average (5/3), respectively. Investigated the hypothesis that intrinsic motivation among knowledge and education in Kermanshah city employees is above average Shows that intrinsic motivation variable items were generally higher than the theoretical mean and finally their intrinsic motivation variable concentrations (627/0) was higher than the theoretical mean. Investigate the hypothesis that the transfer of knowledge among knowledge and education in Kermanshah city employees is higher than average.

Knowledge transfer between items that are generally higher than the theoretical mean. Investigate the hypothesis that the effect of external and internal incentives for effective knowledge transfer, using regression has been shown that the assumption of this test is to observe the correlation between independent variables and dependent 741/0, which is indicative of a relatively high correlation. The second test of the assumption that a linear relationship should exist between the independent and dependent variables in the ANOVA table with the significant level of one percent (000/0), this assumption has also been observed. And you can see that the constant coefficient (a) and intrinsic motivation are significant at the one percent level and the dependent variables (knowledge transfer) are effective but external motivational factors are not significant at any level (132/0), so having had no effect on the transmission of knowledge, the effect of other variables on intrinsic motivation without knowledge of the amount (652/0) was effective or in other words, a change in the intrinsic motivation of employees to the Department of Education (652/0) will increase the knowledge of staff.

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