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Motivation-Driven Knowledge Transfer in Higher Academic Institutions in Nepal

Rahan Singh Rai [1]

Abstract

This study aims to explore the factors affecting the transfer of knowledge in Higher Academic Institutions (HAIs), with particular emphasis on the role of intrinsic (autonomous) and extrinsic (controlled) motivation. A descriptive along with quantitative research design was adopted for this investigation. A purposive sampling method was emloyed to select respondents who were directly involved in academic and knowledge transfer activities. A total of 415 questionnaires, measured on seven-point Likert type scales, were distributed among faculty members. Of these, 395 valid responses were retained for further statistical analysis. Both descriptive and inferential measures were performed to analyze the collected data. Descriptive statistics were used to summarize demographic features and key study variables. The consistency of the items was measured using Cronbach's alpha. The relationships between transfer of knowledge and both independent variables were assessed using correlation analysis, while regression of multiiple predictors was carried out to test the proposed hypotheses. The outcomes reveal that both intrinsic (autonomous) motivation and extrinsic (controlled) motivation exert a statistically significant and positive impact on transfer of knowledge.The study makes an important theoretical and practical contribution by providing empirical evidence on the motivational determinants of knowledge transfer within HAIs. It can support internal policy development and the effective utilization of institutional resources to boost up knowledge transfer practices in higher acadmic institutions in Nepal.

Keywords
Knowledge
Motivation
Knowledge transfer
Faculty member
Higher academic institutions

IN TODAY'S KNOWLEDGE-BASED economy, knowledge is the core source of a firm's competitive advantage, making the effective transfer of knowledge a critical concern for managers across organization

[1] A Research Scholar, Faculty of Management, Bhojpur Multiple Campus, Tribhuvan University-Nepal. Email : rahansaru@gmail.com

worldwide (Olatokun & Nwafor, 2012). Knowledge must be transferred or shared before it can be replicated by another individual. In an academic environment, that is rapidly evolving and highly competitive world, knowledge transfer plays a vital role by not only enabling the reuse of intellectual resources but also fostering the updated, renewal, and advancement of knowledge within higher education institutions. On this matter, several authors as (Ali & Ahmad, 2006; Suknunan & Maharaj, 2019; Turyahikayo, 2019) stated academic institutions around the world have been striving to implement effective knowledge management by integrating knowledge transfer practice into their everyday work processes in order to enhance overall performance of institutions. Moreover, Phan and Siegal (2006) depicted that knowledge transfer activities are of particular interest to governments that fund research activities of university, as they are required to demonstrate how universities research outputs contribute to regional as well as national economic development. Further, the movement of knowledge largely depends on the knowledge transfer behaviors of its faculty members, researchers or practitioners.

In an educational context, universities are institutions that act a central role in creation of new knowledge, as well as in its commercialization, and transfer it through a wide range of knowledge related activities, including teaching, research, and collaboration with different stakeholders. Stressing on it, Martín Cruz et al (2009) highlights that knowledge transfer within an organization allows employees to collaborate effectively and therefore plays a vital role in efficient management. There are numerous determinants that affect knowledge transfer in higher teaching and learning institutions in Nepal. Among these, motivational factors are particularly important to consider in the practice of knowledge transfer in the academic community. With a view to examining the motivational determinants that affect knowledge transfer, the current study gives priority to intrinsic and extrinsic motivation with regard to accomplish its research purposes. In this sense, it is equally important that knowledge transferors must either intrinsically or extrinsically be motivated, then only knowledge can be transferred by them in effective way.Based on these discussions; this study raised the following research questions.

Q 1.To what extent intrinsic motivation of faculty members influence knowledge transfer in higher academic institutions (HEIs) in Nepal?

Q 2.To what extent extrinsic motivation of faculty members influence knowledge transfer?

Accordingly, this study seeks to examine the following objectives as follows:

O1. To examine the intrinsic motivation of faculty members that affect knowledge transfer in HEIs in Nepal.

O2. To investigate the extrinsic motivation that influence knowledge transfer.

The subsequent part of the paper includes review of intrinsic and extrinsic motivation based on prior studies, empirical review related to the study, methodology, hypotheses development, results and discussions, conclusion along with implications for future research.

Review of Literature

Conceptual Review

Motivation refers to offering incentives that stimulate individuals to behave in ways that align with their interest and goals (Certo, 2019). Similarly, it is conceptualized in terms of an individual desires, wants, drives, and needs for particular action (Badura et al., 2020; Gagne & Deci, 2005). In this way, the motivation of university faculty can be understood as the set of process that encourage faculty members to begin, maintain, and manage behaviors directed toward achieving specific goals

(Daumiller et al., 2020). Considering it, this study focuses mainly intrinsic and extrinsic motivation that drives knowledge transfer in higher educations institutions in Nepal.

Intrinsic Motivation as a Driver of Knowledge Transfer

From the numerous literatures, it was observed that intrinsically motivated employees performed their respective task better and effective way than not motivated workers. Intrinsic motivation (IMOT) inherently drives teachers' enthusiasm and dedication (Calkins et al., 2024). In particular this study emphasizes on recognition, belonging, and supportive climates which strength internal motivation as stated by (Hu & Noor, 2024; Xu et al., 2023). In this regard, Horodnic and Zait (2015) demonstrated that intrinsic motivation had a positively relationship with faculty members' research productivity; consequently, intrinsically motivated faculty member engaged in knowledge transfer more effectively. Thus, intrinsic motivation can promote a more productive balance between employee collaboration and competition by encouraging higher levels of cooperation. Specifically, high level of intrinsic motivation enhances knowledge transfer, which in turn reduces excessive competition that can obstruct appernticeship and collaborative efforts.

Extrinsic Motivation as a Driver of Knowledge Transfer

Employees treated as externally motivated, when their needs are met through financial compensation. Money is an objective that delivers satisfaction independent of the activity being performed. Emphasizing this, the study focuses extrinsic rewards such as salary, career advancement, and recognition, which strengthen external motivation as portrayed by (Li et al., 2025). Thus, it concludes that extrinsically motivated employees carry out beneficial jobs for the firm (Bonner & Sprinkle, 2002). However, prior studies do not show a full confirmation on the potency of externally driven motivation on knowledge transfer. A study made by Lucas and Ogilvie (2006) reported a significant positive relationship between external motivation is and knowledge transfer. On the other hand, (Bock et al., 2005; Martin Cruz et al., 2009) identified that organizational rewards (extrinsic motivation) do not have a significant effect on transfer of knowledge.

In the context of higher education institution, transferring knowledge by faculty members is believed to be closely related to extrinsic motivation, together with their desire to disseminate knowledge with the recipients. Faculty engagement in knowledge transfer activities may be enhanced through extrinsic rewards and incentives, thereby enhancing the effectiveness of knowledge transfer. Kankanhalli et al. (2005) stated that employee extrinsic motivation to transfer knowledge is generally shaped by their perceptivity of the well-being related with engaging in knowledge exchange.

Therefore, intrinsic and extrinsic motivations are equally important in promoting knowledge transfer and improving faculty performance in higher teaching institutions. Keeping it, Hung (2020) depicts that intrinsic factors like sense of accomplishment; responsibility in one's work; and opportunities for professional development; and extrinsic elements, including salary, bonuses, and job security play a vital role in motivating teachers and improving their performance.

Empirical Review Related to the Study

Martin Cruz et al. (2009) undertook a research to analyze the influence of motivation on knowledge transfer. The findings depicted that intrinsic motivation significantly associated with knowledge transfer, whereas extrinsic motivation was not significant to knowledge transfer.

A research was carried out by Hung et al. (2011) to evaluate the reward-based and interest-based motivation that affect in sharing of knowledge, their findings revealed that extrinsic or reward-based motivation positively related with knowledge sharing.

Olatokun and Nwafor (2012) researched on the influence of extrinsic and intrinsic motivation on knowledge sharing intentions. They found that extrinsic motivation not significant to knowledge sharing intentions.

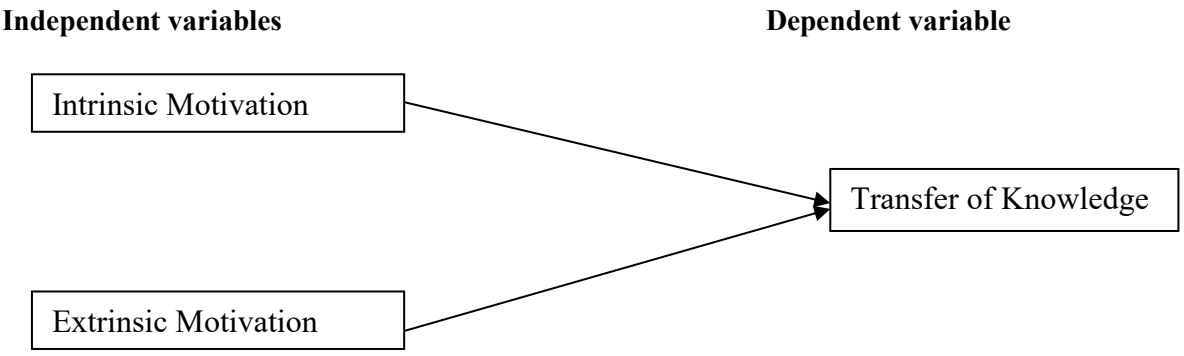
An empirical research was conducted by Al-Dalanien et al. (2020) to investigate motivational factors that affect knowledge transfer, whose findings showed that extrinsic motivational factors significantly associated with knowledge transfer, whereas intrinsic motivational factors used to enhance knowledge transfer.

Iqbal et al. (2023) performed a research to explore the influence of extrinsic and intrinsic motivation of faculty member on performance in higher teaching. Their major findings depicted that the significant impact of intrinsic motivation significantly enhanced higher education execution related to knowledge transfer, while extrinsic motivation did not exert a statistically significant influence.

The study found that intrinsic motivation significantly enhanced higher education performance related to knowledge transfer, while extrinsic motivation did not exert a statistically significant influence.

Figure 1

Theoretical Framework of the Study



The operational definition of the study variables are as follows:

Transfer of knowledge. It is treated as conceptualized as a linear process that begins with a knowledge domain and concludes with a learner (Newell, 1999). Thus, this study considered knowledge transfer as a flow of knowledge from faculty members to the students'.

Intrinsic motivation. It is the inherent values embedded in the work itself, where individuals are driven by personal interest, enjoyment, and a sense of meaning derived directly from performing the task (Fery & Osterloh, 2002).

Extrinsic motivation. It is perceived values and benefits (such as incentives, promotion, reputation, punishment or coercion, and feedback etc.) of the action performed by an individual (Olatokun & Nwafor, 2012).

Research Hypothesis Development

Intrinsic motivation is an inner eagerness that forces an employee to give rise to do better and effectively any task (Mazllami, 2020). Intrinsic motivation is meant to involving in a task for the inherent satisfaction and enjoyment it provides, rather than for any other external consequence (Ryan & Deci, 2020; Zeng et al., 2022). Thus, intrinsic motivation serves as an influential mechanism to solve numerous obstacles that barricade transfer of knowledge among workers, as it enhances their

commitment, encourages acceptance of challenging task, and fosters the development of learning and skill building capabilities and further leads to effective transfer of knowledge. The above discussion confirms the first hypothesis as follows.

H_1: Intrinsic motivation significantly influences faculty members' willingness to transfer knowledge

Extrinsic motivation refers to engaging in a task with the purpose to accomplish an external or separable output, rather than performing the activity for its own inherent value (Zeng et al., 2022). Extrinsic motivation fulfills instrumental or indirect needs, with monetary incentives being one of its most common forms (Jeon et al., 2011). Further they added that in addition to financial incentives, extrinsic motivation may also be fulfilled through social rewards. Thus, individuals who seek social rewards tend to place greater value on the social benefits that arise from gaining opportunities. The institutional rewards are effective tools for encouraging individuals to engage in desired behaviors; thus, they are commonly used as indicators of extrinsic motivation (Bartol & Locke, 2000).Additionally, reciprocal benefits can serve as a strong motivator for encouraging knowledge transfer (Bock et al., 2005). The above discussion provides the basis for proposing the hypothesis as,

H_2: Extrinsic motivation positively influences faculty members' willingness to transfer knowledge

Research Methods

Research Design

The present study was primarily empirical in nature. A descriptive cum analytical research design was adopted to systematically examine the motivational driven knowledge transfer. For this purpose, a structured questionnaire was designed and administered to faculty members of Higher Education Institutions.

Nature and Sources of Data

Data were mainly collected from primary sources using a structured questionnaire as the main data collection instrument. The questionnaire was based on seven point Likert type scale and was designed to capture respondents' demographic characteristics, transfer of knowledge, and its associated independent variables. The completed questionnaire were assembled and analyzed to assure the reliability of the study's findings.

Population and Sample

The study focused on faculty members from two prominent universities in Nepal. To ensure confidentiality, prior studies (for instance, Iqbal et al., 2023; Li et al., 2025) referred to the universities without revealing their names. These universities were purposively selected on the basis of their year of establishment, as this criterion was considered pertinent to the scope and objectives of the study. Purposive sampling can yield reliable and rich insights. Its strength lies in the deliberate and intentional selection of information rich participants (Nawaz et al., 2020).

In order to ascertain the required sample size for the study, based on the formula proposed by Cochran (1977) was calculated as 384.16. Accordingly, an indicative sample of 395 respondents was selected for the study. The formula used here is applicable to both finite and infinite population at 95% confidence level. Therefore, the study surveyed 395 faculty members involved in Higher Education Institution in Nepal.

Data Collection Procedure

The structured instruments were applied to gather the data and it was derived from seven-point Likert type scale. While administering the questionnaire, the researcher personally visited the

campuses and distributed the questionnaire to respondents at their respective campus premises. The respondents were solicited to indicate the level of acceptance for every item across the three constructs using a seven-point Likert scales ranging 1 means "strongly disagree" to 7 means "strongly agree". Generally, respondents were allotted approximately half an hour to complete the questionnaire. All respondents were assured of the utmost confidentiality of their responses.

Data Analysis Tools

Data analysis was carried out with the aid of SPSS. To ensure a thorough analysis, descriptive statistical techniques were utilized to summarize respondents' demographic description and the key variables. Item reliability was evaluated through the calculation of Cronbach's alpha values. In addition, Pearrson's coefficient was applied to examine the relationships among the study variables, while multivariate regression was used to determine the predictive influential power of the intrinsic and extrinsic motivation on the transfer of knowledge.

Analytical Model

Synthesizing insights from theoretical considerations and empirical literature, the study developed the following regression model,

$ToK = \beta_0 + \beta_1 IMOT_1 + \beta_2 EMOT_2 + e_{i,}$

Where, β_0 = Constant, $\beta_{1\ \&}\ \beta_{2,}$ = Coefficient, ToK = Transfer of Knowledge, $IMOT_1$ = Intrinsic motivation, and $EMOT_2$= Extrinsic motivation.

Results and Discussion

Demographic data was gathered through a structured questionnaire and then systematically analyzed and summarized through frequency and percentages. It includes gender of respondents' and their age, educational qualification, faculty involved, position held, and working experience.

Table 1

Demographic Characteristics

Variables	Characteristics	Frequency	Percent
Gender	Male	345	87.3
	Female	50	12.7
Age (in years)	30 or below	18	4.5
	31-40	97	24.6
	41-50	146	37.0
	50 above	134	33.9
Qualification	Master Degree	307	77.4
	M.Phil.	34	8.6
	Ph. D. or equivalent	54	13.7
Faculty	Management	77	19.5
	Education	76	19.2
	Humanities and Social Science	230	58.2
	Law	12	3.0
Position	Teaching Assistant	162	41.0

	Lecturer	177	44.8
	Reader	38	9.6
	Professors	18	4.6
Work experience (in years)	Below 10	101	25.6
	11-20	166	42.0
	21-30	111	28.1
	Above 30	17	4.3
	Total(N)	395	100

Note. Questionnaire survey and SPSS outputs.

The Table 1 presents the demographic characteristics of the respondents. Out of the 395, 345 were male and 50 were female, indicating that the majority of respondents were male (87.3 percent), while female faculty members accounted for 12.7 percent. This result portrays that male faculty members constitute the larger proportion of those involved in knowledge transfer. Derived from age distribution, 18 were aged 30 years or below, representing 4.5 percent. A total of 97 respondents (24.6 percent) were between 31 and 40 years, 146 respondents (37 percent) fell within the 41 to 50 years age group, and 134 respondents (33.9 percent) were aged 50 years and above. With respect to educational language, out of total respondents, 307 held a master's degree, 34 had completed an M. Phil., and 54 possessed a Ph.D qualification. This distribution indicates that the majority of respondents (77.4 percent) were holders of master's degree, thereafter PhD (13.7 percent), and M.Phil. graduates (8.6 percent). The findings suggest that knowledge transfer and sharing activities in higher education institutions are predominantly carried out by faculty members whose highest qualification is a master's degree. In terms of faculty wise distribution, most respondents were affiliated with the humanities and social sciences faculty i.e., 230, followed by management, education, and law faculties. This corresponds to 58.2 percent of respondents from humanities and social sciences, 19.5 percent from management, 19.2 percent from education, and only 3.0 percent from law faculty. Regarding academic position, the largest proportion of respondents were lecturers (44.8 percent), followed by teaching assistants (41.0 percent), associate professors (9.6 percent), and professors (4.6 percent). This indicates that junior and mid level academic staff constituted the majority of the sample. Further, analysis of respondents' work experience revealed that 25.6 percent had less than ten years of experience, while the largest group i.e. 42.0 percent had between 11 to 20 years of service. Faculty members with 21 to 30 years of experience accounted for 28.1 percent of the respondents, whereas only 4.3 percent had more than 30 years of professional experience. Overall, the results demonstrate that most respondents possessed moderate levels of academic experience, with relatively few senior faculty members represented in the study.

Table 2

Correlation and Items Reliability Analysis

Indicators	Transfer of Knowledge	Cronbach's Alpha
Transfer of Knowledge	1	.838
Intrinsic Motivation(IMOT)	.498**	.846
Extrinsic Motivation(EMOT)	.340**	.812

**. Correlation is significant at the 0.01 level (2-tailed).

Note. Questionnaire survey and SPSS outputs.

Table 2 reveals positive associations between transfer of knowledge and both examined independent variables. The correlation coefficients indicates that intrinsic motivation is significantly related to transfer of knowledge (r=0.498), suggesting a moderate linear relationship between these constructs. Similarly, the correlation between transfer of knowledge and extrinsic motivation positive and moderate (r = 0.340), indicating the presence of a meaningful linear association. Overall, the results demonstrate that both independent variables are positive and significantly related to knowledge transfer. The corresponding p-values for both variables were reported as 0.000, confirming that these relationships are statistically significance at the 1% level and reflecting a high degree of confidence in the observed associations.

To evaluate the internal consistency of the measurement scales, Cronbach's Alpha reliability were computed for each construct. Consistent with the criterion proposed by Nunnally (1978), alpha values exceeding 0.7 indicate acceptable reliability. All constructs achieved alpha values above this threshold, thereby demonstrating satisfactory internal consistency and reliability of the measurement.

Table 3

Overview of Model Results

Model	Value
R	0.507
R^2	0.257
Adjusted R^2	0.254
Std. Error of the Estimate	4.275
F-test	67.969
p-value (F-test)	0.000

Note. Questionnaire survey and SPSS outputs.

Table 3 shows a moderate relationship between ToK and dependent variables IMOT and EMOT, as demonstrated by R of (0.507). The determination coefficient value (R^2) of 0.257 portrays that approximately 25.7 percent of variability in ToK is explained combinely by IMOT and EMOT. The adjusted value of R^2 (0.254) accounts for the number of predictors in the model, indicates that the model has a reasonable explanatory power with lesser inflation. The standard error of the estimate value of 4.275 reflects a moderate level of dispersion of the observed values around the flow regression line. Furthermore, the overall model is statistically significant, as evidence provided by the F-statistic of 67.969 with a corresponding p-value with 0.000, ensuring that the model exhibits a significantly better fit. Taken as whole these findings suggest that IMOT and EMOT together significantly predict the ToK.

Table 4

Regression Analysis of Predictors

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
(Constant)	20.298	2.148		9.450	.000		
IMOT	.437	.050	.439	8.664	.000	.737	1.357
EMOT	.107	.047	.114	2.252	.025	.740	1.407

Note. Dependent Variable: Transfer of Knowledge. Questionnaire survey and SPSS outputs.

Table 4 illustrates that the model portrays a statistically significant intercept (constant = 20.298, Std. Error = 2.148, t-value = 9.450, p = 0.000), suggesting that when independent variables are held constant at zero, the expected outcome of transfer of knowledge is 20.298. Intrinsic motivation (IMOT) exhibits a strong and statistically significant positive influence on transfer of knowledge, with beta value of 0.439, a t-value of 8.664, and a p-value of 0.000. This indicates that IMOT is a substantial predictor of transfer of knowledge. Similarly, extrinsic motivation (EMOT) also demonstrates a positive and statistically significant effect on transfer of knowledge, although its impact is comparatively weaker as beta = 0.114, Std. Error = 0.047, t-value = 2.252, and p-value = 0.025. Furthermore, the variance inflation factor (VIF) values for IMOT (1.357) and EMOT (1.407) are below the commonly accepted threshold of 5, indicating that no issues of multicollinerarity in this model. Overall, the results suggest that both IMOT and EMOT significantly contribute to explaining variations in transfer of knowledge, with IMOT being the stronger predictor.

Table 5

Statistical Testing of Hypotheses

Hypotheses	p-value	Decision
H_1: Intrinsic motivation positively influences faculty members' willingness to transfer knowledge	.000	Fail to reject
H_2: Extrinsic motivation positively influences faculty members' willingness to transfer knowledge	.025	Fail to reject

The purpose of the study was to empirically analyze the determinants that drive knowledge transfer by the faculty members in higher education institutions. The numerous literatures were

reviewed related to knowledge transfer and its determinants. Since, the study was motivation driven perspective of knowledge transfer, so mainly two hypotheses were drawn to obtain the purpose of the study. The proposed hypothesis H_1 and H_2 were highly supported indicating that intrinsically and extrinsically motivated faculty members significantly contribute to knowledge transfer in HEIs in Nepal. Regarding intrinsic motivation and transfer of knowledge, the findings of this research strongly substantiate the researched of Martin Cruz et al. (2009); their findings revealed that intrinsic motivation had significant relationship with knowledge transfer. Likewise, the findings are compatible with the research carried out by Iqbal et al. (2023),resulted that intrinsic motivation is significantly associated with knowledge transfer. However, these findings contradict those of Hung et al. (2011) research findings, who argued that intrinsic motivation does not play a decisive role in knowledge transfer activities. Further, this study demonstrates that extrinsic motivation is significantly associated with knowledge transfer. This outcome is compatible with the researched of Al-Dalanien et al. (2020), Hung et al. (2011), whose findings revealed that extrinsic motivation positively influences knowledge transfer. But contrary, the results of this study are opposed with the results of Iqbal et al. (2023), Martin Cruz et al. (2009), and Olatokun and Nwafor (2012), who observed that extrinsic motivation did not significantly predict knowledge transfer.

Conclusion and Implications

This study examined the motivational factors that impact on transfer of knowledge, which was treated as the dependent variable, while motivation driven factors namely intrinsic and extrinsic motivation were considered as independent variables. The findings demonstrated that these motivational constructs jointly provides a significant contribute in accelerating and strengthening the knowledge transfer activities in higher education institutions (HEIs) in Nepal, thereby enhancing the effective sharing and application of knowledge among academic and knowledge recipients'. It concludes that the correlation results indicate a strong association between both intrinsic as well as extrinsic motivation. Remarkably, extrinsic motivation exhibited the highest correlation value. Furthermore, the regression analysis revealed that the coefficient of the motivation driven factors are positively related to transfer of knowledge. These findings provide robust empirical evidence that faculty members' motivational factors significantly determine the effectiveness of knowledge transfer, thereby strengthening the understanding of transfer of knowledge from the perspective of knowledge source within higher education institutions. Overall, through managerial perspective, this study has the potential to guide and strengthen internal policy development in universities, particularly in relation to strategically efficient utilization of financial and human resources in the institutions. Additionally, from a scholarly perspective, the findings give rise to the offered body of knowledge and its domains by providing empirical evidence that can support and inspire future research in the areas of motivation and knowledge transfer this study offers valuable contributions for future scholarly work, as stated below:

- There is a paucity of research on the motivational aspects of knowledge transfer, particularly in Nepalese higher education institutions. This study contributes empirical evidence and theoretical insights to this underexplored area.
- The factors analyzed in this study can be subjected to further validation, and the inclusion of additional variables such as leadership support, organizational culture, information technology (IT), and KM infrastructure may enhance the overall predictive power of the model.

- Employing a wider range of advanced statistical methods could enhance the robustness and reliability of the results, offering a more wide-spread understanding of the relationships among the examined variables.

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