A Conceptual Framework On Knowledge Sharing, Intrinsic Motivation, High-Performance Work System, Authentic Leadership And Creativity

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Abstract: The aim of this research was to establish relationship among intrinsic motivation, authentic leadership and high-performance work system (HPWS) on university faculty members with the mediating role of knowledge sharing. Previous studies showed that authentic leadership, intrinsic motivation, and HPWS had a significant effect on faculty member’s creativity. Theory and past studies also supported the idea that knowledge sharing mediates the relationship between HPWS, authentic leadership, intrinsic motivation and employee’s creativity.

Index Terms: Knowledge sharing, intrinsic motivation, HPWS, authentic leadership, employee’s creativity, conceptual framework,

1. INTRODUCTION

The need of creativity has increased in the 21st century because organizations now are facing severe competition and survival, or growth of an organization largely depends on how creative they are. Creativity is positively associated with economic growth (Mohy-ul-din et al., 2019 & 2017). Therefore, one of the goals of a manager is to boost employee’s motivation and morale for creative ideas and solution to the customer’s problems (Zimmermann, 1999). Creativity is not only vital for organizational sustainability and growth but it is also important for national advancement and competition (Burgelman, 1984; Kanter, 1984; Pozveh & Amini, 2017). Individual creativity is an essential building block for organizational innovation. Creativity can be a fuel for the responsiveness, renewal and repositioning of a firm. Survival, sustainability, growth and development of organizations depend upon the employee’s creativity and innovation. Creativity and innovation is also a tool to measure employee’s efficiency. Employee’s creativity also provides a competitive advantage to an organization that is hard to imitate. Employee’s creativity could be enhanced if they were provided with an opportunity for empowerment, knowledge sharing, intrinsically motivated, effective high-performance work practices, and authentic leadership. Developed country of the world provides ample opportunities to their employees for creating new ideas as compared to developing countries. The Organizations in developing countries like Pakistan does not provide an appropriate supportive environment to facilitate creativity and innovation for better organizational performance. Apart from institutional performance, creativity is also important for social development. Pfeffer (1998) reported that 397 million people in the world are living below the poverty line while 472 million are facing difficulties in managing the very basic necessities of life. Lu, Leung and Koch (2006) claimed that Universities can help society in controlling unemployment rate as they provide necessary employment skills. According to International Labour Organization (2016) statistics, on average, the 6 percent unemployment rate is observed in the world while the same remained at 5 percent in the case of Pakistan. Although it seems absolutely right having a lower rate of unemployment than world's average the value is higher than the neighbouring countries like China and India with a value of 4.6 percent and 3.6 percent respectively. About 139 million people around the world are unemployed and the majority (74%) belongs to an age group of 18-30 years. Pavlin and Svetlik (2014) claimed that formal education could improve an individual's productivity and the chances of employability. Halai (2013) stated that higher unemployment rate in Pakistan is due to poor performance of universities and situation is even worse in the case of public sector universities (Hassan & Hashim, 2011). The concept of creativity is currently a debatable topic in educational settings (Simmons & Thompson, 2008). Part of this controversy is due to the tension between emphasizing innovation and risks or emphasizing productivity and accountability (Craft & Jeffrey, 2008). Substantive research has been done on creativity in primary and secondary education (Bramwell, Reilly, Lilly, Kronish, & Chennabathni, 2011) but there is a substantial gap in research regarding creativity in higher education, especially for developing countries like Pakistan (Kampylis, Berki, & Saarlouma, 2009). On the other hand, Gibson (2010) and Livingston (2010) suggested that higher education institutes are mainly responsible for creativity in a society and an intrinsically motivated faculty is prerequisite. This study is likely to deliver important contributions in the area of creativity of the faculty members in the education sector which base on universities operating in Punjab, Pakistan. Moreover, the past studies in the Pakistani education sector have not been examined in the background of current theoretical framework aspect as this study focusing on the intrinsic motivation, high-performance system, authentic leadership, and knowledge sharing and employee’s creativity. Which is not been studied as the current schema. The studies have found scant literature on the education sector and more specifically in the faculty members’ creativity context.

2 LITERATURE REVIEW

According to Cropley (2015), Häkkinnen et al. (2017) and Kereluik, Mishra, Fahnoe, and Terry (2017), creativity and innovation are vital for teachers they would help students to foster the same among them. Literature has suggested that intrinsic motivation, HPWS, knowledge sharing, and authentic leaders are key factors among others which promotes creativity in an organization (Andreeva & Sergeeva, 2016; Fareed, Noor, Isa, Shahzad, & Laeq, 2016; Lin, 2007; Malik, Butt, & Choi, 2015; Paracha, Ismail, & Amin, 2014; Selden, Schimmoller, & Thompson, 2013; Zhang, Fan, & Zhu, 2014; Zhang, 2010). Previous researchers explored a direct relationship between HPWS and performance or HPWS was taken as mediating variable along with other variables and
found a significant and positive relationship (Fareed et al., 2016; Heffernan, Harney, Cafferkey, & Dundon, 2016). On the other hand, Spector (2016) claimed that stringent HPWS practices may result in lower performance, higher stress, and mental illness. For example, Ramsay, Scholarios, and Harley (2000) conducted a study to explore the relationship between HPWS and organizational performance with the mediating effect of organizational commitment. The results of this study revealed an insignificant relationship between HPWS and organizational performance. This might be due to the fact the HPWS practices may not be as effective at an organizational level than these are at individual level. Hegan (2012) also conducted a conceptual research to further elaborate the relationship between HPWS, commitment, and organizational performance. Supporting the findings of the Ramsay et al. (2000), authors claimed that it is not necessary that HPWS practices always improve employee’s commitment or performance. Hegan (2012) suggested that other organizational factors should also be considered while examining the relationship between HPWS and performance. On the other hand, Paracha et al. (2014) again conducted a conceptual study about the relationship between HPWS and organizational performance from an educational perspective. Paracha et al. (2014) opposed the findings of Ramsay et al. (2000) and Hegan (2012) and claimed that HPWS is a significant predictor of organizational performance for the educational sector. Similarly, Riaz (2016) also explored the relationship between HPWS and organizational performance for the manufacturing sector of Pakistan. Authors found an insignificant result between employees rated HPWS practices and organizational performance for 17 manufacturing/service companies in Pakistan. A study by Gürbüz (2009) investigated the relationship between HPWS and job satisfaction for blue-collar workers in Turkey using hierarchical regression analysis. Author, in this case, concluded that all HPWS except compensation are significantly related to job satisfaction. Another study that explored the relationship between HPWS and job satisfaction was conducted by Bashir, Jianqiao, Jun, Ghazanfar, and Khan (2011) for faculty members working at Pakistani universities. Again, results confirmed a positive and significant correlation between HPWS and job satisfaction for Pakistani faculty members as well. In addition, He et al. (2017) explored the relationship between HPWS, organizational citizenship behaviour, and employee’s creativity for Ireland manufacturing companies. Authors concluded that HPWS is significantly related to OCB whereas an insignificant relationship exists for employee’s creativity. Authors claimed that cultural differences might possibly a reason for the insignificant relationship. Majority of the previous studies examined the relationship between HPWS and organizational performance whereas only a few studies such as He, Gu, and Liu (2017) and Zhu and Chen (2014) explored the relationship of HPWS and creativity. Demerouti (2006) suggested that relationship between HPWS and creativity need to be examined using some mediation for more robust results. A study by Zhang et al. (2014) considered this suggestion and apply mediation with HPWS; however, they examined the relationship between HPWS, corporate social responsibility, and organizational citizenship behaviour rather creativity. Although the study of Heffernan et al. (2016) examined the relationship between HPWS and creativity but creativity was taken as mediating variable between HPWS and organizational performance. Chiang and Hsu (2012) examined the relationship between HPWS and team creativity with the mediating effect of knowledge sharing and intrinsic motivation for the manufacturing sector of China. This study found that domain knowledge and intrinsic motivation mediate the relationship between high-performance work system and workers’ creativity performance. One of the important suggestion of this study was that future researchers need to examine others factors which foster individual’s creativity such as leadership style along with HPWS. Additionally, Dewett (2007) examined the relationship between intrinsic motivation and employees’ creativity. In this study, the author used intrinsic motivation as an independent variable on employee’s creativity while studies such as Paramitha and Indarti (2014), Shin and Zhou (2003) and Zhang (2010) used it as mediating. This study suggested that leadership style is also an important variable to consider while examining HPWS and creativity. Although the studies of Ahmad, Zafar, and Shahzad (2015), Cerne, Jaklič, and Škerlavaj (2013), Malik, Dhar, and Handa (2016), Muceldili, Turan, and Erdil (2013), Rego, Sousa, Marques, and Pina (2014), Sousa, Rego, and Marques (2009), and Zubair and Kamal (2015) explored the relationship between leadership style, authentic leadership, and creativity, however, they examined this relationship without considering mediation effect of knowledge sharing. Further, studies like Ahmad and Schroeder (2003), Fey and Bjorkman (2013), Jiang, Lepak, Hu, and Baer (2012), Minbaeva, Pedersen, Björkman, Fey, and Park (2003), and Zacharatos, Barling, and Iverson (2005) used knowledge sharing as a dimension of HPWS, however, knowledge sharing is an individual’s discretion rather an organizational construct. Therefore, taking it as a dimension of HPWS does not make sense. The study of Zhu and Chen (2014) used knowledge sharing as a separate mediating variable and explored the relationship between HPWS and individual’s creativity. Results revealed that knowledge sharing mediate the relationship between HPWS and creativity for Chinese executive students. The study of Chiang et al. (2015) examined the relationship between HPWS, knowledge sharing, and creativity with the mediating effect of personality traits. Results highlighted a strong relationship between HPWS and creativity through knowledge sharing. In addition, results further revealed that extrovert individuals are more prone to share information than their counterpart. In this study, only 16 items were used to measure HPWS practices. These 16 items may not truly represent the HPWS practice, therefore, future research might use individual dimension and more items for each dimension to better capture this relationship. Similarly, Ma et al. (2017) explored the relationship between HPWS and creativity with mediating effect of knowledge sharing and team efficiency. Authors found an insignificant result for opportunity-enhancing HPWS practices and creativity. A study by Tang et al. (2017) again examined the relationship between HPWS and creativity, however, organizational support is taken as mediating variable. Authors concluded a significant relationship between HPWS and creativity if proper organizational support is present. A study by Zubair and Kamal (2015) studied the relationship between authentic leadership and creativity with the mediation of work-load and psychological capital for banking sector of Pakistan. Results showed that authentic leadership and creativity are significantly associated with each other and psychological capital and work-related flow mediates this relationship. Similarly, Ahmad et al. (2015) also conducted a research to
investigate the relationship between authentic leadership and creativity with mediating role of intrinsic motivation for academia in Pakistan. Results highlighted a strong relationship between authentic leadership and creativity whereas intrinsic motivation partially mediating this relationship. Malik et al. (2016) again examined the relationship between authentic leadership and creativity and knowledge sharing was used as mediating variables. Authors concluded that authentic leadership and creativity are significant and a mediation also exists between them. On the other hand, the study of Heffernan et al. (2016) that also examined the relationship between HPWS and organizational performance with the mediation of creativity for Ireland service sector companies. Authors found a significant relationship between HPWS and organizational performance and employee’s creativity mediates this relationship. The study of Ugheoke, Al-Rawas, Isa, and Noor (2015) used three dimension of HPWS such as performance management system, training, and individual role whereas the study of Zhang et al. (2014) utilized five key functions of HR such as recruitment, training, compensation, employee participation and job security as significant HPWS practices. In addition, studies of He et al. (2017) and Siddique (2014) used a total of eight dimensions of HPWS such as rational coordination, performance appraisal, contingent compensation, information sharing, role clarity, employee participation, training, and job’s security. However, performance was taken as the dependent variable in both of these studies. On the other hand, studies like Chiang, Hsu and Shih (2015) and Collins and Smith (2006) used 16 items only to measure HPWS practices. Moreover, Ma, Long, Zhang, and Lam (2017) breakdown HPWS practices into three distinctive categories such as ability enhancing practices (recruitment, selection, and training), motivation-enhancing practices (performance appraisal, compensation, and job security), and opportunity enhancing practices (flexible work hours, information sharing, and participative decision-making). Ma, Long, Zhang, and Lam (2017) found an insignificant relationship between opportunity enhancing practices and employee’s creativity in their study. Similarly, Gürbüz (2009) claimed that HPWS may also negatively affect creativity especially when there exists a group based performance appraisal system. The studies of He et al. (2017), Mustafa, Lundmark, and Ramos (2015), Pangil and Chan (2014), Tang, Yu, Cooke, and Chen (2017), and Zhu and Chen (2014) used knowledge sharing as mediating with HPWS but performance was taken as dependent variable rather creativity. Moreover, Heffernan et al. (2016) proposed that multi-facet dimensions of mediating variable may provide a better understanding of the relationship between independent and dependent variables. Hence, two dimensions of the mediating variable, knowledge sharing, are used in this research. Although studies have been done to examine the relationship between HPWS and creativity, authentic leadership with creative, and intrinsic motivation. However, all of these variables, HPWS, authentic leadership, and intrinsic motivation, were not studies collectively in a single model. Further, mediation effect of knowledge sharing is also introduced keeping in view the suggestions of Demerouti (2006) and Heffernan et al. (2016). Moreover, inconsistencies in results for HPWS, intrinsic motivation, authentic leadership, and creativity also provide reasonable grounds to explore this relationship. In addition, previous studies such as Chiang and Hsu (2012) and Ma et al. (2017) examined the relationship with team creativity but this study is going to examine creativity at the individual level, faculty members.

**Figure-1**
Research Framework

**Discussion**
Ryan et al. (2000), Shalley et al. (2004), Zhang et al. (2010), and Jesus et al. (2013) argued that intrinsic motivation plays important role in employee’s creativity. Faculty members would be more creative when they feel that their work is meaningful and they intrinsically motivated for their job and have internal associations with job and its activities then they are more likely to not contribute towards enhancement of creativity in them as extrinsic matters too. It is considered that when lecturers are intrinsically motivated for the institutional goals and welfare then they may be more determined for achieving institutional goals. In order to achieve those institutional goals, they should be extrinsically motivated too and should be willing to go out of the box and implement new ways and ideas for promotion and development of institution. Moreover, internal factors and motivation entail less importance than external motivation for having long lasting effects and benefits regarding creativity. In addition, the teacher that is not internally motivated for the job is more likely to not find new ways and ideas that are creative and beneficial for their job as well as for institution. In contrast, the teachers that are motivated by the external elements like rewards, money, bonuses etc. have more chances to be internally committed also to the job and thus chances of becoming creative. Intrinsic motivation also combined with other factors and provides a less support for building and enhancement of employee creativity. It is emphasized that when employees have feelings that their personal abilities and satisfactions are aligned with the job duties and goals then they are not found to be more committed and affiliated with their job and institution and do not work harder for its development and promotion. In this sense, they do not try new ideas and ways that can be beneficial for their job and institution thus promoting creativity in institution by making their students creative. Coelho et al. (2011), Yidong et al. (2013) suggested that intrinsic motivation among teachers regarding their job and educational institution encourages them to be more concerned and to take more interest in their job and institution so that they can serve it with their innovative and creative ideas and procedures. One more reason is that intrinsic motivation tends to mediate significantly the important
association of ethical leadership with employee creativity. When lecturers feel and perceive their leadership as ethical in the organization then they tend to be intrinsically motivated for their job and institution and so they work harder and in new ways for becoming more effective at their workplace thus enhancing the chances of teachers’ creativity. The strong reason behind insignificant association between intrinsic motivation and employee creativity given by most of the scholars revolves around the fact that intrinsically motivated lecturers for the job and institution are not much more interested and concerned personally for the enhancement of students’ performance. Due to their intrinsic attachment with the job and institution only, they do not tend to promote various ways and mutual efforts for making the students more creative, innovative and performant in the market. Therefore, it is recommended that if an institution is struggling for becoming creative and innovative then first of all, it must have such lecturers and people within the institution that are just not intrinsically motivated for and intrinsically attached to it but also be motivated externally for its betterment. It should have people that are encouraged thorough monetary rewards only rather they should have some internal feelings for making the institution and students creative and successful in the market.

The HPWS has strong, significant and positive association with employees’ creativity because when organization deploys high performance HR practices and activities including careful hiring, training, appraisal etc. then employees are much encouraged for bringing creativity in themselves through these best HR practices. These best practices implemented by HRM tend to promote them for creating new ideas, ways and trying innovative tools and procedures in their job to bring invention, innovation and creative solutions to the problems at workplace. The positive and significant relationship between HPWS and employee creativity is supported by the number of prior studies in this sense. For example, Khan (2011) and Shropshire et al. (2012), (Aasheim, Shropshire, Li, & Kadlec, 2012), Karatepe et al. (2014), Martinaitye et al. (2016), Ozemoyah et al. (2016), (Zhu & Chen, 2014), Guiyaoet al. (2017), (Tang, Yu, Cooke, & Chen, 2017), (Sothan, Baoku, & Xiang, 2016). When there are HPWS promoted within institutions then the chances of lecturer satisfaction enhance and they tend to become more attached and loyal with the institution and its goals. Their augmented satisfaction level for the job encourages them to contribute towards betterment of students through building creative and innovative culture in the institution regarding their offerings, procedures, teaching techniques etc. Furthermore, when such HR practices are used within institutions that ensure creativity and high performance of lecturers, encourage teachers to be creative and facilitate creative environment by welcoming new ideas and methods and breaking status quo then teachers feel more support for introducing new ideas and methods at workplace. Another reason is that HPWS tends to enhance the creative performance of lecturers significantly. This significant association of HPWS and creative performance was checked in perspective of positive contribution to the student success ultimately. Therefore, the role of HPWS within institution in gaining creative output and performance of the student is highly important fact. In addition, the best HR practices directed to improve the performance of lecturers and their creative activities have potential to enhance their creative ability (through training etc.) and to develop, nourish and utilize their creativity at workplace. When such finest HR practices and tools are deployed within institution that augment the lecturers’ perception about institutional support then creativity is likely to enhance among them. It means that HPWS is followed by such factors and positive outcomes that are ultimate source of enhanced creative performance of lecturers. One more reason is that when high performance work systems are deployed within institution then different practices involved in it tend to enhance the job satisfaction and institutional commitment of lecturers significantly (Ashraf, Farooq & Din, 2014). This institutional commitment has a potential to direct lecturers behaviours and attitudes towards creativity and lecturers are likely to become more creative and innovative due to the large institutional perceived support. The grounds for the positive association between HPWS and employee creativity mainly revolve around the fact that the best HR practices used by HRM in HPWS are directed to enhance mental ability, diminish stress level, augment the creative attitude, increase job satisfaction, commitment, loyalty and motivation among employees that ultimately affect their creative performance at workplace positively. In response to these HPWS and practices, employees feel that they are supported by the organization so they work and perform in creative manners for organizational benefit (Martinatyte et al., 2016; Tang et al., 2017; Zhu & Chen, 2014).

In response to the third research question of current research that is, “Does authentic leadership is significantly related to employee’s creativity?” it is believe that authentic leadership has positive influence on employee creativity. This is because when leader in educational institutions instead of convincing and forcing subordinates or associates, inspires them through his/her beliefs and actions then chances of transformational leadership enhance largely in organization. Authentic leader tries to motivate its subordinates internally for the job and organizational benefit. It means that the leadership in universities should be authentic in order to enhance creativity of teachers. As consequence of such leadership style, teachers tend to become more likely to follow their leader’ actions and beliefs. Therefore, the authentic leadership has a great potential to direct the attitudes and behaviours of teachers towards creativity in educational institutions. The idea is supported by several authors (Avolio, Luthans, & Ryan, 2006; Avolio & Mhatre, 2012; Žerne et al., 2013; Gerstner & Day, 1997; Gu, Tang, & Jiang, 2015; Armenio Rego, Sousa, Marques, & e Cunha, 2014; Arménio Rego et al., 2012; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). The theory of “Leader-member exchange” can be a huge support for the said relationship that emphasizes that employee creativity and some other important factors regarding employees largely relies on the style of leadership. These current findings are due to the fact that when leaders in educational institutions apply actions, practices and decisions that are derived from ethical values then the teachers/faculty members of those universities are encouraged to participate in activities and decision making about organization and job. The teachers in those educational institutions feel facilitated for knowledge sharing and creative practices and implementation of creative thoughts and ideas. When actions and decisions of a leaders are based on moral values, self-awareness, and strong ethical beliefs then the ultimate performance of him/her as well as his/her subordinates is likely to augment. Therefore, it has been significantly proved through current results that authentic leadership in educational institutions is positively related with creative performance of employees. The four
important dimensions considered in current study about
authentic leadership have also been found to have positive
association with creativity of employees. The current study
considers importantly the four dimensions including self-
awareness, social transparency, ethical aspect and balanced
operations of leadership. These four dimensions have positive
influence on creative performance because these dimensions
are positively related with company and group performance.
This is because when leader shows consideration towards
employees (teachers in current study), makes them part of
decision making, inspires them through actions and beliefs,
becomes self-aware, demonstrates social transparency and
makes the moral values and beliefs the basis for his/her
decisions and actions then she/she is very likely to promote
and transform creativity and leadership attitudes in employees
of subordinates. It can be confessed through current findings
that authentic leadership has a great role in fostering the
employee creativity in organizations. It provides the motivation
and inspiration to employees for introducing new ideas and
methods regarding job and organization. The reason of this
positive impact of authentic leadership style on creative
performance of employees lies on the positive employees
outcomes in educational institutions (examined in current
study) generated by authentic leadership. The authentic
leadership is very likely to enhance ethical climate within
organization, augment employees’ commitment, employees’
motivation, their determination and self-awareness that in turn
foster them to perform creatively. In response to the forth
question of current research i.e. “Does Knowledge sharing
mediate the relationship between intrinsic motivation, high-
performance work system, authentic leadership and employee’s creativity?” knowledge sharing acts as a positive
and significant mediator in the relationship of HPWS with
employee creativity but not on authentic leadership and
intrinsic motivation. It means that authentic leadership and
HPWS have a significant favourdable impact on knowledge
sharing within organization except intrinsic motivation. When
employees are motivated internally only and have internal
affiliations for their job then they are not willing to share
knowledge and new ideas for the betterment of job and overall
organization. But, knowledge sharing promotes within
organization that brings new ideas and methods in
organization thus contributes towards employee creativity.
These findings regarding intrinsic motivation and knowledge
sharing are largely supported by prior findings as well. The
current findings can find their support in the theory of Maslow
that emphasizes that intrinsic motivation alone is not a crucial
element in the hierarchy of needs (Sadri & Bowen, 2011). The
current findings reported that intrinsic motivation in employees
do not entails greater importance in determining enhanced
knowledge sharing as compared to extrinsic motivation. It
is because the intrinsic motivational elements cannot serve as
great facilitator for successful knowledge sharing within
educational organization. It means that the teachers/employees in educational institutions need extrinsic
motivation as well to be motivated and persuaded for
knowledge sharing and creativity. When employees feel
motivated externally too that their knowledge and opinions are
honourably considered by the organization then they are more
likely to be engaged in knowledge sharing. It is suggested
based on current results that intrinsic motivation has not great
potential to enhance tendency of employees to participate in
knowledge sharing within organization. This is because when
employees have external motivation also along with internal
feelings and motivation that their knowledge and ideas have
worth for organization and are considered and honoured by
leaders then they participate in knowledge sharing more
actively. These findings are also in line with the work of Chong
and Besharati (2014) because “Knowledge sharing, when
triggered due to motivators, can be highly significant as it
encourages the employees to share knowledge and prepare a
positive work environment. The motivators can be categorized
as the extrinsic and intrinsic motivators when viewed under the
theory of self-determination”. Therefore, it could be suggested
here based on current as well as prior findings that intrinsic
motivation has not significant impact on knowledge sharing
among employees. The findings about association of HPWS
and employee creativity significantly reported that when
HPWS is deployed in organization then it has large potential
to enhance knowledge sharing within organization. These
findings find their evidence from the number of past studies
and their results. First of all, social context theory is a huge
support for these findings. The reason behind the current
findings about the positive effect of HPWS on knowledge
sharing lies in the fact that HPWS is an arranged and
interactive system of best HR practices, work arrangements
and procedures that in turn augment the engagement and
commitment of employees to job and organization. Caligiuri et
al. (2014) reported positive association of HR practices with
knowledge sharing. Hence, it is suggested through current
results that best HR practices deployed in HPWS tend to
foster the employees skills, knowledge and abilities at
workplace. These practices are also directed to enhance
employee satisfaction and motivation through which their
participation in knowledge sharing could be improved
ultimately. HPWS has potential to enhance morality, ethical
attitude and behaviour, motivation, loyalty and participation of
employees in work related duties and activities. Through
HPWS, the activities of employees are directed to attain the
individual as well as organizational overall objectives and
goals. The enhanced involvement of employees at job is likely
to enhance the chances of knowledge sharing within
organization. This is because the HPWS are very important
elements in enhancing motivation and knowledge sharing
among teachers of universities of Pakistan. HPWS and best
practices involved in it in educational organization tend to
encourage the teachers to participate in knowledge sharing
significantly. Hence, this positive association between HPWS
and knowledge sharing finds its grounds due to the fact that
when employees/teachers in an organization are trained,
motivated, fulfilled, retained and honoured through HPWS in
such a way that enhance their abilities, skills and perceived
support from organization then they become more likely to
engage in and promote knowledge sharing within organization
(Guthrie et al., 2009; Jensen et al., 2013; Karatepe &
Vatankhah, 2014; S. M. Lee et al., 2012; Zhu & Chen, 2014).
The positive influence of authentic leadership on knowledge
sharing also find large support and evidences from existing
literature. When leadership style is authentic within
organization and decisions as well as actions of leaders are
largely based on moral and ethical standards, self-awareness
of leader, social transparency and balanced processing of
leadership then it can serve as potential determining element
for knowledge sharing among employees. The theory of
Leader-member exchange provides huge support to current
results that assumes that authentic leadership can improve
various psychological aspects of employees (Dienesch & Liden, 1986). The results are in line with the findings reported by Walumbwa et al. in their study who suggested that when authentic leadership style is used within organization then consequently the self-awareness and regulation of leaders tend to transfer to employees as well and their behaviour and attitude are modified through inspiration from leaders. They reported that authentic leadership augments the self-development and creative performance of employees and make them more committed to the leadership and organization (Walumbwa et al., 2008; Walumbwa et al., 2010). Authentic leadership focuses on magnifying the participation of employees in decisions and actions of job and organization and considers the alternative views and aspects before reaching a final decision. The findings of Zubair et al. provide additional evidential support to current findings as they revealed that authentic leadership and its important dimensions tend to foster the psychological capital of employees significantly (Zubair, 2015). The work of Mingyuan et al. in Chinese context is also found to be reporting supportive findings for current research as they found that authentic leadership has significant and positive effect on psychological capital and knowledge sharing among employees. When leadership of organization put its focus on employee engagement and commitment towards organization then it results in fostered perceived organization support. This supportive leadership and climate motivate them intrinsically to contribute towards betterment of performance through sharing their opinion and knowledge because they feel and realize that their leadership will support them always (Mingyuan & Geng, 2015). The reasons behind this proved positive relationship between authentic leadership and knowledge sharing largely lie in the ethical standards and self-awareness of leader. The authentic leader does not normally convince and enforces its followers to follow him/her rather he/she makes such decisions and actions and demonstrates such practices that automatically inspire and internally motivate its followers to follow him/her as this leadership style is much close to the transformational leadership (Azanza et al., 2013; Cerne et al., 2014; Černe et al., 2013). The findings about knowledge sharing playing significant and positive mediating role among relationships of HPWS with employee creativity are also supported. The positively influenced knowledge sharing through HPWS in organization tends to ultimately contribute towards employee creativity. Previous studies for example, Mittal et al. in 2015 reported findings about the significant fostering effect of knowledge sharing on the employee creativity. They suggested that with knowledge sharing magnifies the impact of transformational leadership on creativity (Mittal & Dhar, 2015). When knowledge sharing is promoted among employees and various systems and practices are deployed to enhance knowledge sharing within organization then chances of coming new ideas and ways augment as result of this improved knowledge sharing and thus creative performance of employees enhance (Kim, Im, & Slater, 2013). Riege et al. also suggested positive contribution of knowledge in the enhancement of employee creativity (Riege, 2005). The Cheng et al. also studied the role of knowledge sharing in augmenting employee creativity and its mediating role between ethical leadership and creativity in their studies. Furthermore, Gagne et al. conducted research on knowledge sharing and motivation in 2009 and reported in findings that knowledge sharing is not significantly associated with motivation (Gagné, 2009). The work of Chen et al. also reported findings that can evidently support current findings. They revealed through findings that knowledge sharing and management act as a significant mediator between the linkage of improved HR practices and resulting creative & innovative performance of employees and organization (Chen & Hsieh, 2015; Chen & Huang, 2009). These findings about mediating role of knowledge sharing between HPWS and employee creativity are largely due to the fact that when knowledge sharing system and culture is enhanced as a result of best HR practices then this enhanced knowledge sharing tend to incorporate new ideas and procedures within organization and among employees. The improved creative culture and support from leadership in turn enhance the employee creativity. Therefore, it is suggested that if some organization is working on enhancing its knowledge sharing and creativity then it should focus on improvement of its HPWS and should work on extrinsic motivation too along with intrinsic motivation of employees in order to attain favourable outcomes in terms of creative performance.

Conclusion

The intent of this study was to establish the relationship between HPWS, intrinsic motivation, and authentic leadership on faculty member’s creativity with the mediating role of knowledge sharing. Theoretically, the current study is expected to add value to the present literature of knowledge sharing, employee creativity, authentic leadership, and HPWS. Practically, the current study will be very beneficial and helpful for organizations struggling for enhancement of their employee creativity and knowledge sharing within the system and facing issues regarding hurdles in knowledge sharing and creativity of employees. The policy-making bodies will find this research and its findings helpful in many ways like understanding the factors needs for creative performance and knowledge sharing attitude etc. By understanding the factors and elements of creativity and knowledge sharing, they will be able to make policies accordingly that will effectively work for enhancement of creativity and knowledge sharing of people. This research also has important social implications and it will determine that which behaviours and attitudes are appropriate to interact with employees and people to develop their positive attitudes towards work.

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