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An Investigation of Educators' Motivation and Knowledge Sharing In The Mauritian Secondary Education Sector

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Abstract: Education is a vehicle that shapes the growth prospects of a country. Free education is provided in Mauritius. A critical challenge facing schooling system today is how to keep Educators satisfied, dedicated and committed in such a way that they bring out their best in the school environment for the benefit of students and the society at large. It is now being increasingly recognised that teacher motivation should be enhanced for the purpose of improved educational outcomes. This study contributes to the advancement of theory in two key ways: firstly, it simultaneously investigates both extrinsic and intrinsic motivators affecting employee knowledge sharing behaviours. Second, this study proposed a theoretical model that combines a motivational perspective with theory of reasoned action to illustrate the relationships between different kinds of motivation (extrinsic and intrinsic) and employee knowledge sharing attitudes and intentions.
Keywords: *industrial park, reputation, economic development, empirical research.*

Introduction

In contrast to traditional management principles that economic growth results from ownership of superior land, labour and capital, some economists have argued that economic growth comes from acquiring and applying superior knowledge (Romer 1992, Teece 1998). Most firms have access to similar traditional resources such as buildings, equipment, energy or raw materials. What differentiates them is what they know about how to arrange those existing resources in novel ways to more efficiently and effectively produce better products and services (Romer 1992, Penrose 1959). The more a firm knows about using a particular class of resources, the greater value it will see in those resources and the better chance it has of realizing above normal returns on those resources (Barney, 1986). Therefore competitive advantage comes primarily from what the firm knows, not from what it owns or makes. In light of these knowledge-based dynamics, remaining competitive in today's knowledge economy requires many organizations to transition from traditional forms of organizing to the so-called "knowledge-based" organization (Zack, 1999). They are striving to manage their knowledge and learning as key strategic resources.

The present study is based on secondary schools. One can argue that schools dispose of huge knowledge and experience potentials that often lay idle. In these institutions new pedagogical ideas are tested, good and bad teaching methods are well-known, difficult and eager students are daily topics for conversation, curricular demands and their realization are discussed. The knowledge of these matters is not a spontaneous, non-reflected one but has become systematized and mature. It is relevant for the professional routine and serves as a steering mechanism in schools without being identified as such.
Educators are motivated by both intrinsic and extrinsic factors. Intrinsic factors refer to elements such as liking for the job, praise, satisfaction which highly depend on the educators themselves as well as the Head of the School. Conversely, extrinsic motivation refers to doing/performing a job to earn rewards or avoid punishment.
Depending on circumstances, it is crucial to determine what increases or decreases teacher motivation.
The objectives coined for this study are as follows:

1. Analyse whether there is a sharing culture of knowledge among Educators.
2. To study interrelationships between motivations, both intrinsic and extrinsic, in order to develop knowledge sharing within schools. Also, this study proposes a theoretical model that combines a motivational perspective with TRA to illustrate the relationship between different kinds of motivation and employee knowledge sharing attitude.
3. To study if there exists a reinforcement effect between extrinsic and intrinsic motivations as they constitute a complementary bundle of motivation practices for knowledge sharing.
4. Km brings together three core organisational resources- people, processes and technologies thus another aim is to determine how to enable the organisation to use and share information more effectively.

The paper is organized as follows: Section 2 provides a review of the literature. Section 3 presents the model and the data used and in Section 4 we present the empirical results. Concluding remarks left to section 5.

Literature Review

In general, knowledge management is the process of continually managing knowledge of all kinds to meet existing and emerging needs, to identify and exploit existing and acquired knowledge assets and to develop new opportunities (Quintas, 2002). It is a "systematic process of underpinning, observation, instrumentation, and optimisation of the firm's knowledge economies". Its overall purpose is to maximise the enterprise's knowledge related effectiveness and returns from its knowledge assets and to renew them constantly (Wiig, 1997).
Deci and Ryan (1985) emphasizes on the fact that intrinsically motivated people perform an activity because it challenges their creativity and they find pleasure and enjoyment in it; while people who are extrinsically motivated do the activity to gain some reward and avoid punishment. However, the boundary between the two is not so clear cut and in under certain circumstances extrinsic motivation may lead to intrinsic motivation.

Motivation can thus be categorized as intrinsic and extrinsic as pointed out by Mullins (2007, p251). Intrinsic motivation is related to 'psychological' reward such as the opportunity to use the ability of a person, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. The psychological rewards are those that can be determined by the actions and behavior of individual managers.

Extrinsic motivation is related to 'tangible' rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such rewards which are tangible are often determined at the organizational level and cannot be controlled by the individual manager.

Pintrich and Schunk (2002, p245) define intrinsic motivation as motivation to engage in an activity for its own sake. People, who are intrinsically motivated, find enjoyment in doing their job.

Whilst extrinsic motivation is motivation to engage in a task as a means to an end, individuals who are extrinsically motivated work on tasks because they believe that engaging in such a task will lead to desirable outcomes such as reward, praise or punishment avoidance.

Employee extrinsic motivation to share knowledge is an outcome belief that is typically based on employee perceptions of the value of association with knowledge exchange

Thus, the study applies expected organizational rewards and reciprocal benefits as extrinsic salient determinants of employee knowledge sharing behaviours.

For instance, intrinsic motivation refers to engaging in an activity for its own sake, out of interest, or for the pleasure and satisfaction derived from the experience. For example, through knowledge sharing, employees can be satisfied by enhancing their knowledge self-efficacy or confidence in their ability to provide knowledge that is useful to the organization. Moreover, employees who share knowledge in online communities gain opportunities to help others. Previous research on altruism has demonstrated that people enjoy helping others (R.F. Baumeister, 1982). Research has recognized the crucial role of intrinsic motivators in explaining human behaviours in several domains, including knowledge sharing (M. Osterloh and B. Frey, 2000). Hence, this study proposes knowledge self-efficacy and enjoyment in helping others as employees' intrinsic salient beliefs to explain knowledge sharing behaviours.

Research approaches

Two main approaches were used to analyse the data obtained from the questionnaire.

Survey Approach

To tape any changes in employees' motivation after a knowledge management approach was implemented in the secondary education sector, a survey approach was carried out. This involved a research through a structured collection of primary data from a sizeable population.

Regression Analysis

Followed by the survey approach, a simple econometric analysis was used. This approach was utilised in order to study interrelationships between motivations, both intrinsic and extrinsic, in order to develop knowledge sharing within school.

Research instruments

Design of Questionnaire

For the purpose of amassing both qualitative and quantitative data in an orderly manner for the ease of statistical analysis onwards, many types of questions were entered in the survey namely multiple choice questions, open ended questions, dichotomous and likert scale.

Regression Equation

The following equation has been used to perform quantitative analysis:

$$Knowledge\ sharing_t = \beta_0 + \beta_1 Intrinsic\ Motivation + \beta_2 Extrinsic\ Motivation + \varepsilon_t$$

—equation 1

Where, Knowledge sharing and motivation was measured by the mean responses obtained from the questions in the questionnaire. represents the error term.

Sampling

The population best fitting was a case study from a State Secondary School which consists of 80 staffs.

Analysis & Findings

Questionnaire Analysis

The data collected from the questionnaire revealed that many people in the education sector do not even know about knowledge management. Not to scare Educators away by elaborating on the principles of KM, the term "knowledge sharing / sharing experience" was used. First, the term is not new and easy to understand. Second, schools have been talking about sharing teaching experience and resources for years. Third, the term "experience sharing" focuses on 'tacit knowledge' which is more difficult to disseminate but most valuable.

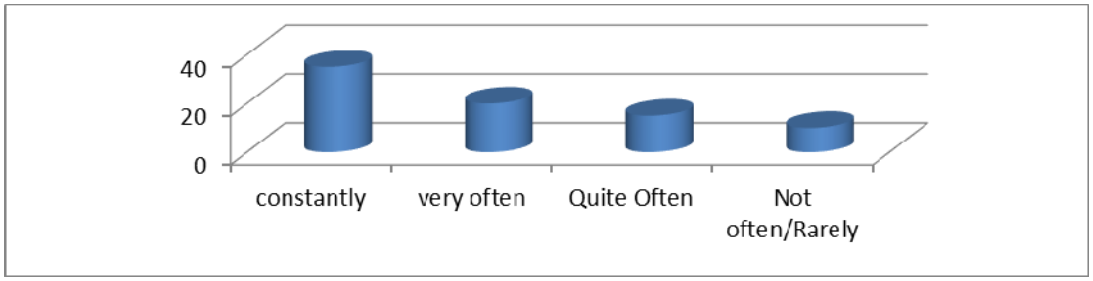
Section A: Culture of Sharing

Corporate culture as far as learning is concerned.

Firstly, we aimed at examining the extent to which there is a knowledge sharing culture at the school. A knowledge management culture should learn to recognise the importance of everyone and their contribution and to encourage Educators to come up with knowledge and ideas.

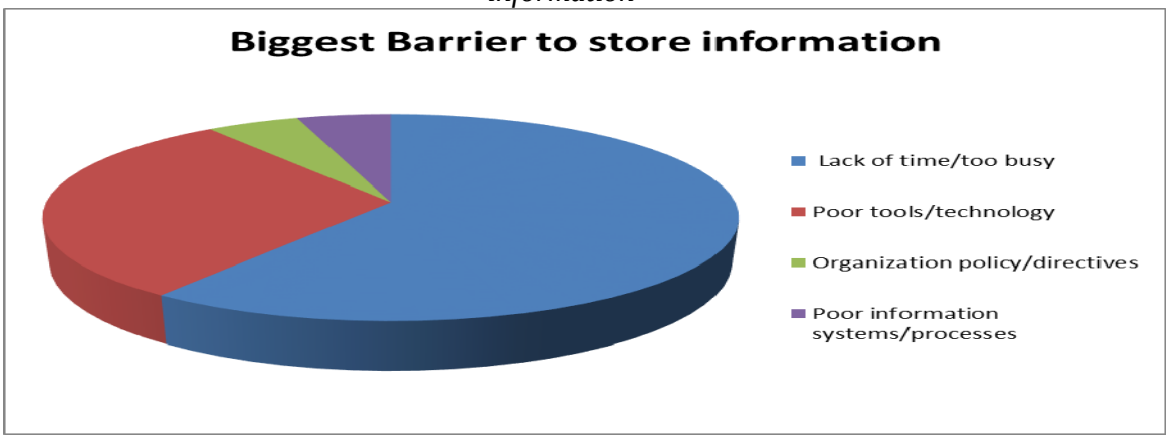
- When Educators were asked where information required to do their work is located or stored 50% answered in paper-based documents, 25% answered in central information system and the rest answered on their personal Computer.
- The making use of documented procedures

Figure 1: Documented procedures



43.75% of the respondents agreed that they make use of the documented procedures constantly while 25% of the respondents use documented procedures very often. It was also noticed that 18.75% makes use of the available documents quite often and the rest meaning 12.5% of the respondents do not make use of the procedures.

Figure 2: Barriers to store information



60% of the respondents argued that due to lack of time they cannot store information. 30% of the respondents do not store information due to poor tools and technology and the rest 10% do not store information due to organisation policy and poor information systems.

Perception on Knowledge Sharing: State of km at school

Secondly, a Knowledge flow analysis was done. The aim was to analyse how knowledge resources move around the organization, from where it is to where it is needed. In other words, the investigation here helps to determine how the Educators find the knowledge they require and how they make arrangement to share it. The knowledge flow analysis looks at people, processes and systems:

Table 1: Knowledge sharing at school

No	Area: The overall environment of your department:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
2.1	facilitates knowledge creation	15	25	-	30	10	80
2.2	facilitates knowledge storage/retrieval	-	10	-	50	20	80

2.3	facilitates knowledge transfer	25	25	5	15	10	80
2.4	is useful in my job overall	18	62	-	-	-	80
2.5	improves my job performance	56	10	4	10	-	80
2.6	Educators are able to access and update knowledge from the college database	15	11	8	31	15	80
2.7	Knowledge sharing would help other Educators at school to solve problems	51	19	-	10	-	80

Knowledge creation means adding on what ones already know to become more effective at work. When Educators were asked about knowledge creation 18.75% only strongly agreed that the school does facilitate the process, 31.25% agreed, 37.5% disagreed whereas 12.5% strongly disagreed.

Thus we can say that schools are not facilitating knowledge creation which can impact negatively on the performance of Educators.

> *According to the literature, Knowledge based theory of the firm is developed in recent contributions in economic, management and sociology literature and described approaches which organize knowledge creation and exploitation (Nonaka and Takeuchi, 1995). Competitive advantage depends upon the firm utilisation of existing knowledge and its ability to generate new knowledge more efficiently.*

As far as knowledge storage is concerned it was quite shocking to notice that the school did not have a proper system to store knowledge. It is so as 87.5% denies completely about the fact that the school facilitate knowledge storage.

Analysing part 2.3, 2.4 and 2.5 of the question we can say that knowledge transfer within an organisation enables employees to work together efficiently. Hence this question makes an analysis of Educator's attitude towards work, habits and behaviors, and skills in knowledge sharing, use and dissemination.

We can notice that 50% of the educators agreed that knowledge transfer is indeed important for their work. Furthermore, 22.5% strongly agreed and 77.5 % agreed that knowledge transfer was useful to their job. Also, 82.5% of the respondents agreed that knowledge transfer will improve their performance at work.

Question 2.6 and 2.7 makes an analysis of process i.e. it: examine how people go about their daily work activities and how knowledge seeking, sharing, use and dissemination form parts of those activities, existence of policies and practices concerning flow, sharing and usage of information and knowledge, for example, are there any existing policies such as on information handling, management of records, web publishing etc.

When Educators were asked if they are able to access and update knowledge from the college database 32.5% replied positively, 57.5% replied negatively and 10% were neutral. However when they were asked about whether Knowledge sharing would help other Educators at school to solve problems, the majority meaning 87.5% agreed to it.

> *According to the literature knowledge sharing will enable the development of informal groups outside formal organisational structures and allows rapid problem solving, the transfer of improved practices and the development of professional abilities. (Kofman and Senge, 1993)*

When Educators were asked in the open ended question whether they felt that student outcomes will increase due to knowledge sharing nearly everyone replied positively apart from 10% who did not attempted the question. Some Educators have also highlighted that they meet collaboratively and learn that a handful of students in each class need additional reading skills. They brainstorm effective interventions and take their proposal to the rector.

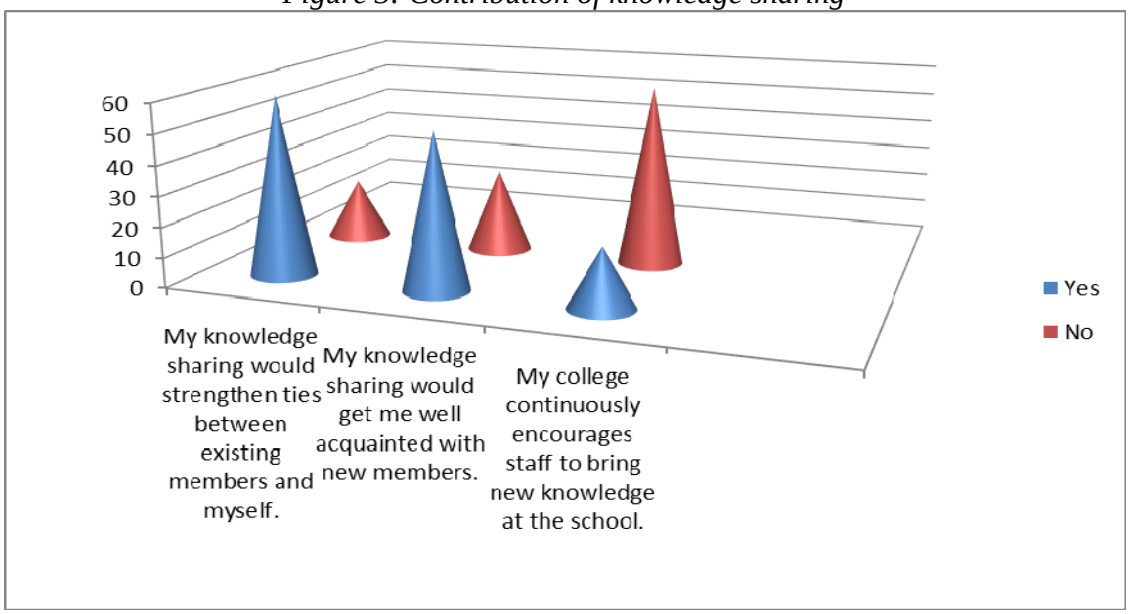
Working Culture

Here we aimed at making an analysis of the system: examine technical infrastructure: for example, information technology systems, portals, content management, accessibility and ease of use, and current level of usage. To what extent those existing systems facilitate knowledge sharing and flow, and help to connect people within the organization.

Table 2: Working Culture

Statements	Yes	No	Total
3.1 My knowledge sharing would strengthen ties between existing members and myself.	60	20	80
3.2 My knowledge sharing would get me well acquainted with new members.	52	28	80
3.3 My college continuously encourages staff to bring new knowledge at the school.	20	60	80

Figure 3: Contribution of knowledge sharing



It is a fact that the majority of Educators believe that by sharing knowledge they will be able to strengthen ties between existing members and themselves. 75% responded positively to this question.

Furthermore, 65% of the Educators responded positively when they were asked if their knowledge sharing would get them well acquainted with new members.
However it was quite astonishing to note that 75% of the Educators supported the fact that the school does not encourage them to bring new knowledge at school.

Management contribution in knowledge sharing

Furthermore, an analysis of the contribution of management of the school concerning knowledge sharing was done.
Evaluating for the most significant factors, the responses were analysed by using the mean and standard deviation to identify the rank of each factors. The results are shown below.

Table 3: Most significant factors for Management contribution in knowledge sharing

Factors	**N**	**Mean**	**Std. Deviation**	**Rank**
4.1 My knowledge sharing results in enhancing expertise and providing opportunities for recognition	80	1.834	0.74454	1
4.2 My college specifically reward knowledge with monetary incentives	80	2.358	1.01232	4
4.3 My college recognises knowledge sharing through non-monetary rewards.	80	2.051	0.77129	3
4.4 I will receive additional points for promotion in return for my knowledge sharing.	80	3.088	1.12708	5
4.5 My college provides training programs, structued work teams etc. to facilitate the knowledge sharing	80	1.892	0.63505	2

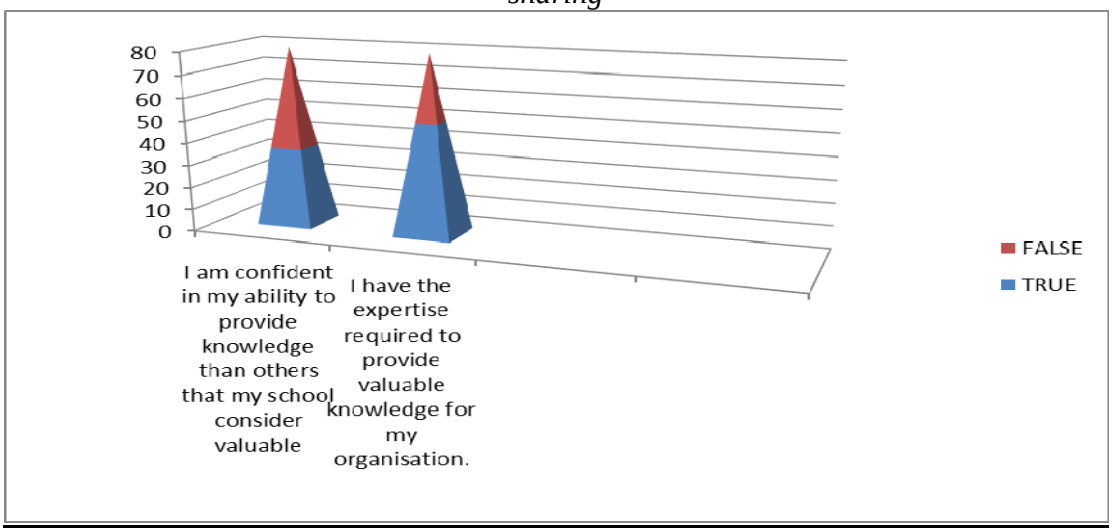
Therefore it can be said that Educators apart from getting verbal recognition for knowledge sharing they do not get additional reward nor does it contribute for their promotion.

Section B-

Part 1: Intrinsic Factors

Knowledge self-efficacy

Figure 4: Willingness to contribute in knowledge sharing



43.75% of the Educators agreed to the fact that they are confident that the knowledge that they are contributing is considered valuable while the rest responded negatively. Furthermore 62.5% of the respondents have positively responded to the fact that they do have the expertise to provide valuable knowledge to the school.

Table 4: Knowledge sharing intention

1. Knowledge Sharing Intention	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
7.1 I intend to share knowledge with my colleagues more frequently in future	15	15	5	20	25	80
7.2 I intend to share knowledge with colleagues who ask.	53	27	-	-	-	80

It was seen that among 80 Educators only 30 agreed that they intend to share knowledge with their colleagues in future, quite surprisingly 5 were neutral, and 45 disagreed to the fact that they want to share their knowledge.

Apparently it is because the school as an institution has to fulfil a lot of functions. Among many others are the tasks of qualification, socialization, integration, selection, and emancipation to mention just a few. Additional functions, for example social functions are gaining importance due to changing patterns in society. According to many Educators increasing divorce rates, the need for double incomes in a family etc. lead to reduced time and parental attention for children. Schools are forced to counterbalance these deficits, although educators are not particularly educated to act as social pedagogues. As a consequence they argued that they do not have much time or energy left to actively

exchange knowledge with colleagues. However it is a fact that the interaction with other teachers and the discussion of such problems can offer opportunities for relief, which Educators seem to forget.

Moreover, educators emphasise on the fact that they were overloaded with paperwork and did not have time to spend on other issues. Also, some said that they are not well rewarded and neither recognised for the extra work that they did at school. It appears that some educators are highly frustrated.

When educators were asked what they feel about knowledge sharing it appears that they are reluctant to do so. They are often not willing to share their knowledge with colleagues, especially when their good reputation is a result of a great store of knowledge. Sharing it could endanger his/her position even though it could improve the overall quality of the school. Especially in a culture of equality like in schools, individual teachers try to be different and gain certain prestige by a knowledge advantage in special areas.

On the other hand, it was also seen that some educators showed willingness to cooperate and share their knowledge with their colleagues. This happens mainly in the context of informal networks or groups, whose members trust each other and communicate. What works well within these groups, however, can often not be translated into a larger context. These social subgroups sometimes develop a specific language and style other members of the organization are not familiar with. So a transfer of knowledge is more difficult even if everybody involved is prepared to cooperate (Roehl 2000).

Another point that was highlighted is the absence of a proper way to transfer knowledge. Knowledge exchange can be problematic in educational settings as educators often did not find an adequate way to transfer it to their colleagues. They are not students to be taught but Educator colleagues and lecturing to them from above will be the wrong attitude. Many Educators found it difficult to accept knowledge from their colleagues and felt resentments instead of readily accepting advanced knowledge by others in a certain field.

Part 11: Extrinsic Factors

Educators' views on organisational reward are shown in the Table below:

Table 5: Ranking as per mean responses of Question 9

	I will receive a higher salary in return for my knowledge sharing	**I will receive a higher bonus in return for my knowledge sharing**	**I will receive increased promotion opportunities in return for my knowledge sharing**	**I will receive job security in return for my knowledge sharing**
Mean	2.73	1.02	3.5	4.8
Rank	3	4	2	1

SIGNIFICANCE TESTING

To analyse association and relationship between variables

Regression Analysis

Chi-Square test and Correlations were used.

Evaluating for any significance between management contribution in knowledge sharing and knowledge sharing intention, a regression analysis was performed. Based on the output, the result reveals a correlation coefficient, r (0.435) which falls in the range 0.3-0.7, indicating a moderate correlation between the variables examined. The R2 gives a measure of effect with 18.8% of the variance in knowledge sharing intention is accounted for by management contribution in knowledge sharing. Moreover, the significance value for F statistic (8.965) is 0.000, indicating that there is a statistically significant relationship between knowledge sharing intention of Educators and Management contribution in knowledge sharing.

Table 6: Regression analysis on knowledge sharing intention and Management contribution in knowledge sharing.

Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.434[a]	.188	.167	.57473

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.883	3	2.961	8.965	.000[a]
Residual	38.317	116	.330		
Total	47.200	119			

a. Predictors: (Constant), Management contribution towards knowledge sharing

b. Dependent Variable: Rating level of knowledge sharing intention among Educators.

Assessing for any significance between Enjoyment in helping other Educators and Expected organisational rewards, a Chi-square test was carried out.

Based on the output, the result revealed a chi-square value of 27.223 with a P-value of 0.000. Hence, we can conclude that there is a statistical significant relationship between Enjoyment in helping others and Expected organisational rewards. Educators enjoy helping other colleagues only when they expect to get something in return like higher salary or bonus, promotion opportunities or even job security.

Table 7: Chi-Square Tests on Enjoyment in helping others and Expected organisational rewards.

	Value	Df	Asymp. Sig (2-sided)
Pearson Chi-Square	27.223	9	.000
Likelihood Ratio	33.794	9	.000
Linear-by-Linear Association	20.998	1	.000
N of Valid Cases	80		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is .07

Evaluating for any significance or relationship between knowledge self-efficacy and Reciprocal Benefits, a correlation analysis was carried out. Based on the output, the result reveals a correlation coefficient (r) of 0.690 indicating a moderate relationship between the two variables examined. The result also divulged a P-value of 0.000, signifying that there is a statistically significant relationship between knowledge self-efficacy and reciprocal benefits.

Hence, we can conclude on this part that there is a statistical significance between knowledge self-efficacy meaning the ability to provide knowledge which is valuable and Reciprocal Benefits, in other words expectation to strengthen ties among colleagues and to receive additional knowledge in return.

Table 8: Correlation analysis between knowledge self-efficacy and Reciprocal Benefits

		knowledge self-efficacy (the ability to provide knowledge which is valuable)	Reciprocal Benefits, (expectation to strengthen ties among colleagues and to receive additional knowledge in return.)
Knowledge self-efficacy	Pearson Correlation	1	0.690**
	Sig. (2 tailed)		.000
	N	80	80
Reciprocal Benefits	Pearson Correlation	.690	1
	Sig. (2 tailed)	.000	
	N	80	80

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

Hypotheses Testing

In line with the objectives and research questions set in this study, the following hypotheses were developed and tested with P-value as indicator.

Hypothesis 1:

H0: There is no sharing culture of knowledge among Educators that prevails at Schools.

Testing this hypothesis, an independent sample t-test was carried out. Examining the Levene's Test for Equality of Variances, the result reveals an F-test (5.168) with a significant value of 0.025 which is less than 0.05 indicating significant difference in the variances of the two groups. Therefore, the 'Equal Variance assumed' row has been used for the t-test for equality of Means. The result divulges a t-test (0.910) with p-value of 0.365, signifying that we do not reject the null hypothesis, and we conclude that there is not enough evidence to infer that the alternative hypothesis is true.

Table 9: Independent Samples Test on Working Culture and Perception on knowledge sharing

	Levene's Test for	t-test for equality of Means

		Equality of Variances							
Are you motivated to share knowledge at school	Equal variances assumed Equal variances not assumed	F 5.168	Sig. 0.025	t 0.910 .896	df 118 104.42	Sig. (2-taild .365 .372	Mean Difference .1629 .1629	Std. Error Difference .17912 .18191	95% confidence Interval of the Difference -.19176 -.19777

Hypothesis 2:

H0: Educators are not motivated by intrinsic and extrinsic factors.
Evaluating this hypothesis, an ANOVA test was carried out and the result reveals an F-test (4.203) for intrinsic motivation and an F-test (2.817) for extrinsic values of 0.007 and 0.042 respectively, signifying that we reject the null hypothesis, and we conclude that there is enough evidence to infer that the alternative hypothesis is true.

Table 10: ANOVA test between intrinsic and extrinsic motivation.

		Sum of squares	df	Mean Square	F	Sig.
Statement 6.2 & 7.1	Total	79.25	80	3.721	4.203	.007
Statement 9.1 & 9.2	Total	72.45	80	1.854	2.817	.042

Hypothesis 3:

H0: There does not exist a reinforcement effect between extrinsic and intrinsic motivations as they do not constitute a complementary bundle of motivation practices for knowledge sharing.
Evaluating for any significance between extrinsic and intrinsic motivations, a regression analysis was performed. Based on the output, the result reveals a correlation coefficient, r (0.539), indicating a moderate correlation between the variables examined. The R2 gives a measure of effect with 16.8% of the variance in attitude towards sharing is accounted for by expected organisational reward. Moreover, the significance value for F statistic (9.330) is 0.000, indicating that there is a statistically significant relationship between attitude towards sharing and expected organisational reward.

Table 11: Regression analysis on Attitude towards sharing and Expected organisational reward

Model Summary

Model	R	R square	Adjusted R Square	Std. Error of the Estimate

1	.539[a]	.290	.259	.54204

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	13.707	5	2.741	9.330	.000[a]
Residual	33.493	114	.294		
Total	47.200	119			

a. Predictors: (Constant), Attitude towards sharing

b. Dependent Variable Expected organisational reward

Hypothesis 4:

H0: Through Knowledge sharing there is a significant difference in student's outcomes.

Testing this hypothesis, an independent sample t-test was carried out. Examining the Levene's Test for Equality of Variances, the result reveals an F-test (1.943) with a significant value of 0.046, indicating significant difference in the variances of the two groups. Therefore, the 'Equal Variance assumed' row has been used for the t-test for equality of Means. The result divulges a t-test (0.58) with p-value of 0.954, signifying that we do not reject the null hypothesis, and we conclude that there is not enough evidence to infer that the alternative hypothesis is true.

Table 12: Independent Samples Test on Student's outcome and knowledge sharing

		Levene's Test for Equality of Variances		t-test for equality of Means					
Rating level on knowledge sharing	Equal variances assumed	F	Sig.	t	df	Sig. (2-taild	Mean Difference	Std. Error Difference	95% confidence Interval of the Difference
	Equal variances not assumed	1.943	0.046	0.058	118	.945	.00670	.11573	-.22247
				.057	108.42	.945	.00670	.11699	-.22519

Regression Results

The results obtain from the regression equation mentioned in the chapter methodology is tabulated below:

Table 13: Regression result

	β_1	β_2
Coefficient	0.663**	0.549**

**represents significance at 5% level

The table represents the regression results from the following equation:

$$Knowledge\ sharing_t = \beta_0 + \beta_1 Intrinsic\ Motivation + \beta_2 Extrinsic\ Motivation + \varepsilon_t$$

From the coefficient result obtained above, it can be concluded that both intrinsic and extrinsic motivation is positively correlated with knowledge sharing at 5% significance level. Moreover, it can be confirmed that intrinsic motivation impact on knowledge

sharing is more than the extrinsic motivation. Also, the results are consistent with other test that has been performed on the relation between the independent and dependent variables mentioned in the regression equation.

Conclusions

The exchange of thoughts and ideas by teachers has always taken place. But this has happened unsystematically, mostly in small groups and among colleagues that are friends.

In general, teachers keep this knowledge to themselves, even though it could be crucial to other teachers and the entire school as an organization. To successfully implement knowledge management strategies changes within the organization culture of the school will be necessary to guarantee the acceptance and tolerance by everyone involved. The real issues surrounding KM and the building of systems to translate it into reality are not technical but cultural, since the existing culture can be the biggest obstacle to creating a knowledge based organisation. We have seen in the analysis part that there is no sharing culture at secondary schools.

Furthermore, Educators resist knowledge sharing on the belief that knowledge is power, and that it is not their job. Other reasons for not sharing knowledge are the lack of trust, ignorance, no absorptive capacity, and lack of pre-existing relationships, lack of motivation (O'Dell and Grayson 1998). Trust, openness and teamwork are the foundations for sharing. Therefore, there is a need for a knowledge sharing culture where people naturally share ideas and insights, creating an environment with a social obligation to share (McDermott and O'Dell 2001).

According to the analysis and findings of section 4, it has been found that there is a lack of motivation at secondary schools. So to overcome this problem of demotivation, recommendations have been made. For instance, regardless of which theory is followed, interesting work and employee pay appear to be more important such as job enlargement, job enrichment, promotions, monetary and non-monetary benefits should be considered.

Again the key to motivating the Educators at the school is to know what motivates them and thus, designing a motivating program based on those needs. Consequently, knowing what motivates employees will help to identify, recruit, employ, train and retrain a productive workforce. Motivating employees requires both managers and employees working together (Buford, 1993).

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