ABSTRACT

Knowledge sharing is not a natural phenomenon as there are various factors that hinder sharing. Plenty of studies pertaining to determinants of knowledge sharing behaviour are done with different aspects such as motivational, cultural, structural, trust related aspects, technological, and leadership aspects. However, there is a dearth of studies that have purported to address the problems in knowledge sharing in organizations by paying attention to sociological and psychological aspects. Organizations providing healthcare have to deal with complicated problems with more precision, for which organizational learning capability is essential. Medical professionals need collective knowledge to effectively and efficiently address such complex problems. Collective knowledge can be achieved only when sharing of knowledge among individuals happen.

The objective of this study is to determine how sociological factors, psychological factors influence knowledge donation and knowledge collection behaviour of medical faculty members, and also to find out how knowledge donation and knowledge collection behaviour are related to each other, influence organizational learning capability.

Research model is developed with the help of existing literature and this model is validated with data collected from medical faculty members. Structural equation model is used to test the model. The results reveal that both the sociological factors namely anticipated reciprocal relationship and perceived cost of knowledge sharing have significant positive and negative effect on knowledge donation behaviour respectively. Out of five psychological factors, three factors namely attitude toward knowledge sharing, perceived knowledge self efficacy, and self-esteem have significant influence over both knowledge donation and collection behaviour, but psychological well-being and organizational commitment have no influence over both the behaviour. Knowledge donation and collection behaviour have significant influence over organizational learning capability. There is a strong influence of knowledge donation on knowledge collection behaviour.

Based on the findings of the study, theoretical and practical implications are given. This study contributes to the existing field of knowledge management by drawing attention to an integrative approach by combining sociological and psychological factor as determinants of knowledge sharing and checking the effect of knowledge sharing on organizational learning capability. Further, future research directions are discussed.