

## Unlocking Potential How a Knowledge Management Environment Sparks Employee Motivation

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### Abstract

Knowledge management is increasingly recognized as a critical factor in motivating university academicians, yet there is limited empirical research exploring this relationship. This study addresses the issue by investigating the connection between knowledge management practices and the motivation of academicians in governmental universities across Jordan. The primary objective is to assess how different elements of knowledge management influence academic motivation. To achieve this, data was collected through a structured questionnaire, employing a stratified simple random sample of 478 academicians from universities in the three regions of Jordan. Of these, 301 completed questionnaires were deemed valid for analysis. The questionnaire was divided into three sections: demographic characteristics of the respondents, various aspects of knowledge management, and measures of academic motivation. The collected data was analyzed using SPSS, and structural equation modeling was conducted using AMOS. The results revealed that knowledge sharing and knowledge transfer are the most significant contributors to effective knowledge management, while intrinsic motivation emerged as a dominant factor in overall academic motivation. The study concludes that knowledge management significantly influences the motivation of academicians, and it highlights the need for adopting comprehensive knowledge management models to boost employee motivation. This study contributes to the existing literature by providing empirical evidence from the Jordanian context and offering practical recommendations for enhancing academic motivation through effective knowledge management.

**Keywords:** Knowledge Management, Knowledge Sharing, Acquisition, Transfer, Intrinsic, Extrinsic Motivation

**Introduction**

Knowledge management plays a crucial role in motivating employees (H. A. H. S. Aldhuhoori et al., 2023). The research emphasizes the significance of acquiring new knowledge and transferring it to other employees (Kim et al., 2021). Motivation factors such as expected reward, job satisfaction, training effects, compassionate empathy, personal responsibility, position in the organization, experience in knowledge transfer, and loyalty to the organization influence the transfer of knowledge (Martinčić, 2020). However, the position in the organization and expected reward for knowledge transfer are found to be the most influential motivators [4]. On the other hand, job satisfaction, experience in knowledge transfer, and loyalty to the organization have a limited role in knowledge transfer (Zuo, 2022). Therefore, organizations need to focus on creating a motivating environment that encourages employees to share their knowledge with others. This study will focus on the knowledge management environment and its consequences on employee motivation.

Knowledge management (KM) plays a crucial role in organizations by facilitating the flow of information and supporting decision-making processes (CUÉLLAR-SÁNCHEZ et al., 2023). It involves cultivating a culture where organizational knowledge is readily accessible to all relevant stakeholders, aided by technological tools (Mirafzal et al., 2023). KM is particularly important in service design organizations, where it enhances consultants' performance (Mahasuar, 2023), and in non-profit organizations (NPOs), where it helps balance competing institutional demands in resource-constrained environments (Hess et al., 2023). In times of crisis, KM becomes even more critical, enabling companies to efficiently use organizational knowledge to navigate uncertain and rapidly changing circumstances (Iancu, 2022). Overall, KM enables organizations to leverage their knowledge assets, adapt to their environments, and improve performance.

In addition to its organizational benefits, knowledge management significantly influences employee motivation (Gorondutse et al., 2018; Hastuti et al., 2023; Kim et al., 2021). When employees have access to the knowledge and information they need, they feel empowered and motivated to perform at higher levels (Aldhuhoori et al., 2023). KM positively impacts employee performance by enhancing their marketing-specific human capital, which in turn boosts their motivation and leads to superior customer experiences (Peñalba-Aguirrezabalaga et al., 2021). Motivation, particularly intrinsic motivation, has both direct and indirect effects on employee performance and customer satisfaction. Therefore, prioritizing KM is essential for organizations to foster employee motivation and enhance overall performance.

The role of KM in motivating employees is underscored by the importance of acquiring new knowledge and transferring it to others (Kim et al., 2021). Several factors influence knowledge transfer, including expected rewards, job satisfaction, training effects, compassionate empathy, personal responsibility, organizational position, experience in knowledge transfer, and loyalty to the organization (Martinčić, 2020). Among these, organizational position and expected rewards are the most powerful motivators for knowledge transfer, while job satisfaction, experience in knowledge transfer, and loyalty to the organization play more limited roles (Zuo, 2022). Therefore, organizations must create a motivating environment that encourages knowledge sharing among employees. This study will specifically examine the impact of the knowledge management environment on employee motivation and its broader implications for organizational performance.

The KM recognized increasingly as a success factor in higher education institutions (Agustina & Kurniawati, 2024). The effective KM practices improve the performance of the higher educational institution through facilitating application of knowledge, creation and sharing of

knowledge among the working staff. The Km practices facilitates building robust intellectual capital that led to excellence and innovation in the institution. Knowledge creation that emphasizes the conversion of tacit knowledge into explicit knowledge is widely adopted to foster collaborative learning environment. Moreover, the motivation plays a crucial role in enhancing the academic performance, students' and faculty development in higher education. The Self-determination theory (STD) provides useful framework to understand the factors that lead to motivation of educational setting (Oszwa & Knopik, 2023).

## **Literature Review**

### **Knowledge management**

Knowledge management (KM) in organizations is defined by Nonaka and Takeuchi (1997) as the process through which organizations create, share, and utilize knowledge to enhance their competitive advantage. This involves converting tacit knowledge into explicit knowledge and vice versa, through their SECI model (Socialization, Externalization, Combination, Internalization).

KM is essential for adapting to changes and trends within an organization. It requires establishing a culture where information flows efficiently throughout the company and reaches the relevant stakeholders in a timely manner. Information and Communication Technologies (ICT) play a crucial role in this process by facilitating the storage and access to information, which is vital for effective decision-making (CUÉLLAR-SÁNCHEZ et al., 2023). There is a strong, positive relationship between KM and ICT, as ICT supports the seamless management and dissemination of knowledge across the organization.

KM acts as a transformative agent, enhancing organizational efficiency and improving actions within the directive and managerial structures. It aligns activities and enables external participation, making it a sustainable asset for innovative firms, particularly in software industries. Agile software development practices exemplify how KM initiatives can be supported through continuous communication, iterative development, knowledge repositories, and engineering practices (Alejandro Garcia Jimenez et al., 2022).

Effective KM requires balancing people-based and explicit knowledge-based approaches, with various factors—including individual, organizational, and knowledge-related aspects—affecting its implementation across different contexts. For example, in historic building conservation organizations, KM strategies must be tailored to address specific challenges and requirements (Khalil & Khalil, 2020). Overall, KM is critical for enhancing organizational performance, adapting to evolving demands, and leveraging knowledge assets for improved decision-making and innovation.

Knowledge management factors in organizations encompass the adoption of knowledge management systems (KMS) (Ariffin et al., 2023), the critical role of Information and Communication Technologies (ICT) (CUÉLLAR-SÁNCHEZ et al., 2023), and the function of KM as a transformative agent in organizational administration (Alejandro et al., 2022). Additionally, it involves balancing people-based and explicit knowledge-based approaches (Tarhuni & Kamara, 2021) and examining KM activities and influencing factors within contract and clinical research organizations (CROs) (Wu et al., 2022). Key factors include IT capabilities, organizational culture, strategy and leadership, knowledge creation and absorption, knowledge accumulation and storage, knowledge flow and diffusion, and knowledge protection. The insights from these studies highlight how organizations can effectively manage knowledge to enhance performance and achieve their objectives.

Research in organizational management has identified several gaps in knowledge management. One gap is the need for a more comprehensive approach to implementing KMS, bridging the divide between academic theory and practical application (Onojeharho et al., 2023). Another gap is the importance of collaborative management research, which can enhance knowledge production and sharing among managers and academic researchers (Mousavi et al., 2019). There is also a need for a better understanding of how KMS supports KM processes and improves organizational performance (Han & Wang, 2012). The impact of specific KM resources on organizational performance is another area that requires further investigation (Murad et al., 2018). Finally, the effects of information technology and organizational culture on the implementation of KM represent essential research gaps.

### **Employee Motivation**

Motivation plays a crucial role in organizations, significantly impacting labor productivity and employee engagement (Macra-Oşorhean et al., 2021). Various theories of motivation exist, including the reversal theory, which highlights the importance of frequent change and individuals' tendency to creatively navigate their lives (Pritvorova & Tasbulatova, 2019). In organizations, motivation can be categorized into two main factors: the regulating factor and the motivating factor (Apter & Desselles, 2018). The regulating factor, influenced by both the individual and the organization, can affect the motivating factor, which, in turn, influences employee behavior and actions (Stavrinoudis & Kakarougkas, 2018). Motivating factors are shaped by individual needs and the outcomes of actions or behaviors (Sakhaee, 2021). Intrinsic motivation, arising from internal desires and purposes, is particularly important in organizations as it promotes autonomy and high-quality motivation. Effectively understanding and managing motivation is essential for improving work quality, productivity, and employee satisfaction.

Several studies have explored the relationship between the knowledge management environment and employee motivation. Research in the hospitality sector in Vietnam found that the working environment directly affects employee motivation, which in turn influences employee loyalty (Khuong et al., 2020). A study in Indonesia showed that both the work environment and employee attitude had a direct effect on enhancing performance through work motivation (Wijayanti et al., 2022). Similarly, research in Indonesia indicated that motivation, competence, and work environment had a positive and significant effect on employee performance (Maulana et al., 2020). Additionally, a study at PT Tawada Healthcare Semarang in Indonesia found that the working environment positively and significantly influenced employee loyalty (Fadhila & Sulistiyani, 2022). Another study on employee productivity at Tribun Timur Makasar in Indonesia found that both motivation and the work environment significantly affected productivity (Irdawansyah, 2021).

Employee motivation is influenced by various factors related to knowledge management. These factors include knowledge management itself, work involvement, intrinsic and extrinsic motivation, and career development. Knowledge management has a direct positive and significant effect on employee performance (Atapattu & Huybers, 2022; Hastuti et al., 2023; Herbst & Hausberg, 2022). Work involvement also positively and significantly impacts employee performance (Onyango et al., 2022). Both intrinsic and extrinsic motivation contribute positively to employee creative performance (Sari et al., 2022), and career development has a positive and significant effect on employee performance. Moreover, motivation directly and positively affects employee performance. These findings suggest that

knowledge management practices, work involvement, motivation, and career development are crucial factors influencing employee motivation and, consequently, their performance. Mukhtar, Risnita, and Nurazmi (2019) concluded that organizational culture and work commitment directly influence employee achievement motivation. Atapattu and Huybers (2022) identified teamwork, reward structures, learning, performance management, and employee empowerment as motivational antecedents of knowledge management engagement, which in turn affects organizational KM performance. Andriany, Yacob, and Junaidi (2022) highlighted the role of both intrinsic and extrinsic motivation in driving innovation through KM. Zulфина, Matondang, and Sembiring (2020) found that employee management information systems and human resources quality positively and significantly impact employee motivation, which then affects employee performance. Thus, knowledge management and the work environment are critical factors that can influence employee motivation.

### **Methods**

**Settings:** A quantitative study was used to collect the information needed to accomplish the objectives of this study. The data collection was executed through the period Jan 1<sup>st</sup>, 2022 to Dec 31<sup>st</sup>, 2022.

**Problem:** The knowledge management environment (KME) is considered very crucial to effective knowledge management. The motivation is directly related to the knowledge management environment through the participation of the employees in organizational processes. The previous studies are concerned with the study of the factors of knowledge management effect on motivation, while this study is concerned with studying the KME effect on motivation to rap the gap between the theoretical theory of KM and practice to create the motivation.

**Populations and Samples:** The population of the study is composed of university lecturers in different governmental universities. The population included 7429 university lecturers distributed over ten universities in the north, central, and southern parts of Jordan. The stratified simple random sample was drawn from the population. The population was divided into three stratifies the north with a weight of 33.4%, the middle with 50.4%, and southern parts 16.2%. The simple random sample included 438 lecturers distributed over the three regions according to the previous weights.

**Data Collection Tools:** The questionnaire was used for data collection. The questionnaire is composed of three parts. The first part was concerned with the demographic characteristics of the lecturers, while the second part was concerned with data collection about the KME, and the third part was concerned with the data collection of motivation inside the universities. The KME variables included: knowledge acquisition, creation, sharing, transfer, and application. On the other hand, the motivation included intrinsic motivation and extrinsic motivation. The validity of the questionnaire was measured through the distribution of a group of specialists in different universities. The reliability was measured through a pilot study conducted on a pilot sample. Cronbach's Alpha was used to measure the reliability of the different variables of the study.

Table 1

*Shows the Reliability Analysis Results*

Variables	Cronbach's Alpha
KME	
Knowledge acquisition	0.950
Knowledge creation	0.896
Knowledge sharing	0.857
Knowledge transfer	0.886
Knowledge application	0.889
Motivation	
Intrinsic motivation	0.925
Extrinsic motivation	0.820

**Statistical Analysis:** Reliability analysis used to measure the extent the items reliable to the different variables. The descriptive statistics was used to measure the demographic characteristics of the lecturer staff and their trend for the different variables. The structural equation modeling was used to test the effect of different variables on each other according to the research model.

**Ethical Issues:** A consistent introduction was used in both questionnaires directed to the students and those given to the business owners. The progress of filling out the questionnaire or answering the questions reflects the agreement to participate in this study. The qualitative analysis part did not use any individual's data which does require pre-agreements.

## Results

### Respondents' Demographic Characteristics

The results showed the high variation of demographic characteristics among the university lecturers. The males formed 61.13% of the sample, while more than one-third were females. The majority of the sample forming more than 50% were aged from 31 to 50 years. College diplomas and bachelor's degrees form more than 50% of the sample. The highest service was recorded for 6 to 20 years with a percentage of 63.1%. Concerning the income, the most common income of the sample ranged from JD500 to JD699 with percent 55.68% (Table 2).



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*Demographic Characteristics of the Respondents (n=301)*

Respondents Profile	Frequency (N=301)	Percentage %
<b>Gender</b>		
Male	184	61.13
Female	117	38.87
<b>Age</b>		
21 – 30 years old	57	18.94
31 – 40 years old	82	27.24
41 – 50 years old	85	28.24
51 – 60 years old	63	20.93
Above 61 years old	14	4.65
<b>Educational level</b>		
College (Diploma)	69	22.92
Bachelor's Degree	103	34.22
Postgraduate - Master degree	28	9.30
Postgraduate – Ph.D. degree	21	6.98
Assistant Professor	35	11.63
Associate Professor	25	8.31
Full Professor	20	6.64
<b>Length of service in the present university</b>		
Less than 2 years	15	4.98
3 to 5 years	39	12.96
6 to 10 years	79	26.25
11 to 20 years	111	36.88
More than 20 years	57	18.94
<b>Monthly net salary range</b>		
JD500 – JD599	98	32.56
JD600 – JD699	70	23.26
JD700 – JD899	20	6.64
JD900 – JD999	13	4.32
JD1000 – JD1099	20	6.64
JD1100 - JD1199	35	11.63
JD1200 - JD1299	25	8.31
More than JD1300	20	6.64

**Level of knowledge management**

Knowledge management is considered the key to building the employees' knowledge. The knowledge creation among the employees in the universities is considered crucial to increase their performance. On-job training was the most dominant method of creating knowledge among the employees (3.99±0.64). The second method was through learning by doing which

allows knowledge sharing to improve performance (3.94±0.76). The use of the web page to share knowledge was the third method of knowledge distribution in academic institutions (3.90±0.72). The last method was recorded for the adoption of collaboration tools (3.84±0.71) (Table 3).

For the knowledge acquisition, the results showed that the lecturers reviewed the changes in the university environment (3.81±0.720). The use of facilities at the university is a new method of acquiring knowledge (3.76±0.78). the lowest agreement was for the generation of new knowledge from the existing knowledge (3.55±0.85). Concerning the knowledge application, the results showed that the agreement about knowledge application was less compared to the acquisition and creation of knowledge. The highest agreement was for the use of IT in knowledge management (3.56±0.86), while the least agreement was for the continuous improvement of knowledge management at the university (3.25±0.81) (Table 3). For the knowledge transfer, the results showed that the highest agreement was for the IT usage to encourage the flow of information and improvement of communication (3.84±0.68), while the least agreement was for the communication for all the university goals and objectives with all members (3.60±0.78). The results of knowledge sharing showed that there is a willingness to exchange knowledge and combine ideas with others (3.96±0.83), while the least agreement was for the opportunity to learn from others (2.98±0.91) (Table 3).

Table 3

*The Academicians’ Trends For the Application of Knowledge Management at the Universities*

<b>Items</b>	<b>Symbol</b>	<b>Mean</b>	<b>St. Dev.</b>
<b>Knowledge creation</b>			
University usually adopts problem-solving system such as Property Management System (PMS)	KM11	3.86	.739
University usually uses apprentices, and mentors and adopts groupware and other learning collaboration tools	KM12	3.84	.707
The university usually adopts brainstorming, captures and transfers experts' knowledge	KM13	3.87	.774
The university usually uses web-based data which is accessible to employees	KM14	3.87	.774
University usually uses web pages (Intranet and Internet), databases and it is accessible to the employees	KM15	3.90	.718
The university usually adopts on-the-job training conducted by senior employees to equip recruits with the necessary knowledge, skills, and abilities	KM16	3.99	.689
The university usually adopts learning by doing, a knowledge-sharing process that usually helps in work performance	KM17	3.94	.763
The university usually adopts learning by observation among employees	KM18	3.89	.709
<b>Knowledge acquisition</b>			
University acquires knowledge from outside sources	KM41	3.76	.780
University generates new knowledge from existing knowledge	KM42	3.55	.845
Knowledge is distributed throughout the university	KM43	3.65	.687
University has all the facilities to acquire new knowledge	KM44	3.80	.752



The lecturers periodically review the likely effect of changes in the university environment	KM45	3.81	.720
<b>Knowledge application</b>			
The University leadership has pioneered and driven Knowledge Management adoption and use	KM21	3.54	.947
There is a Knowledge Management training program	KM22	3.37	.849
There are continuous improvements as a result of the Knowledge Management application	KM23	3.25	.809
There is a Knowledge Management strategy in the university	KM24	3.56	.857
Knowledge Management has yielded efficient processes	KM25	3.43	.868
IT used in Knowledge Management has supported lecturer's needs	KM26	3.58	.794
The university members use and apply knowledge learned from experience to solve new problems	KM27	3.37	.884
<b>Knowledge Transfer</b>			
It would be easy for an employee to explain to any person a key idea, concept, theory, or new development in my area of expertise	KM41	3.73	.709
There are periodical meetings in which employees are informed about the new initiatives that have been implemented	KM42	3.60	.752
The university objectives and goals are communicated to all the organizational member	KM43	3.60	.778
There are frequent, well-distributed internal reports that inform employees about the university's progress	KM44	3.65	.657
Information technologies (internet, intranet, e-mail, etc.) are used to encourage information flows and improve communication	KM45	3.84	.677
<b>Knowledge Sharing</b>			
All lecturers are informed about the aims of the university	KM51	3.95	.757
There is a willingness to exchange and combine ideas with other	KM52	3.96	.828
At the end of every day, there is an opportunity to learn from others	KM53	2.98	.910
University members share their work reports and official documents with others in the same university and other members in different universities	KM54	3.15	.833
There are communities of practices or learning groups to share knowledge and experiences	KM55	3.26	.883

### Level of Motivation

The academicians showed that they prefer the universities that add to their knowledge even though in a challenging way as part of intrinsic motivation ( $3.90 \pm 0.79$ ), while the second agreement was for the preference of the universities that can raise the learners' curiosity to question ( $3.89 \pm 0.75$ ). For extrinsic motivation, the results showed that getting a good position

in the university is the most satisfying thing for the academician right now ( $3.73 \pm 0.74$ ). The second agreement was that doing well in the university would help impress the employer, family, and acquaintances ( $3.71 \pm 0.73$ ) (Table 4).

Table 4

*The Academicians' Level of Motivation*

Items	Symbol	Mean	St. Dev.
<b>Intrinsic motivation</b>			
I prefer universities that can add to my knowledge even in a challenging way	Mo11	3.90	.785
Preferring universities that can raise the learner's curiosity to question	Mo12	3.89	.751
I prefer universities that give a thorough and profound understanding of subjects	Mo13	3.89	.803
Choosing assignments at universities is a matter of how much they add to my knowledge not how familiar they are to me as a learner	Mo14	3.79	.782
<b>Extrinsic motivation</b>			
Getting a good position at the university is the most satisfying thing for me right now	Mo21	3.73	.737
Improving my overall assessment is the most important thing for me as a lecturer, so this would help in get a good position later	Mo22	3.51	.859
If I can, I want to get better grades at this university than most of the other lecturers	Mo23	3.69	.813
Doing well in university would help in impress my employer, family, and acquaintances	Mo24	3.71	.729

The highest impact of knowledge management was for knowledge sharing (0.77) and for knowledge transfer (0.73). The least impact on knowledge management was for knowledge creation (0.56). For motivation, interior motivation has a higher impact on motivation (0.58) compared to 0.9 for extrinsic motivation. Moreover, the results showed that knowledge management affects positively the motivation of academicians (Figure 1).

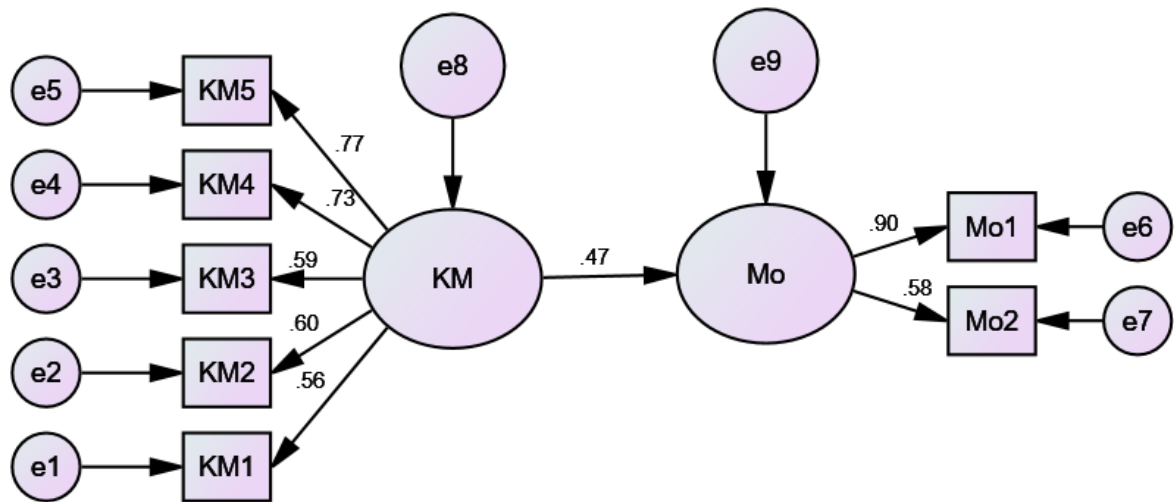


Figure 1: The effect of knowledge management components on knowledge management, the components of motivation on total motivation, and the effect of KM on Mo. The results showed that the SEM model for the effect of KM components and Mo components was fitted (Table 5). The results showed that the effect of KM components on KM was significant, the effect of Mo components on Mo was significant and the effects of KM on Mo was significant too (Table 6).

Table 5  
The Measurements of Model Fitness Measures

Indicator	Accepted limit	Value	Result
$\chi^2/df$	<5	3.04	Accepted
CFI	>0.9	0.969	Accepted
PNFI	>0.5	0.740	Accepted
RMR	< 0.1	0.034	Accepted
RMSEA	< 0.08	0.049	Accepted

Table 6  
The Hypothesis Testing For The Effect of Km on Mo

			Estimate	S.E.	C.R.	P
Mo	<---	KM	0.718	0.121	5.913	***
KM1	<---	KM	1			
KM2	<---	KM	1.007	0.131	7.68	***
KM3	<---	KM	0.947	0.125	7.605	***
KM4	<---	KM	1.142	0.133	8.599	***
KM5	<---	KM	1.447	0.164	8.826	***
Mo1	<---	Mo	1			
Mo2	<---	Mo	0.693	0.143	4.848	***

**Discussion**

Knowledge management is of paramount importance in universities, as it is intricately linked to academic activities, research, teaching, and learning practices. It directly impacts the academic performance of faculty members. While comprehensive research in public universities is limited, factors such as leadership, organizational culture, and information technology are crucial to effective knowledge management. Elements like knowledge creation, access, dissemination, and application positively influence scientific research outputs. Higher education institutions should prioritize strengthening knowledge preservation strategies and integrating the learning and knowledge developed into their practices. There has been growing interest in knowledge management in higher education institutions (HEIs) globally, with a rapidly expanding body of literature primarily produced by academics in developed societies. Overall, knowledge management is essential for enhancing the quality and efficiency of university practices and facilitating the transfer of knowledge to society.

The results indicated that knowledge sharing is a critical component of knowledge management in universities. It is fundamental for the success of educational institutions as it enables the preservation, development, and transfer of knowledge. While universities actively engage in knowledge-sharing as part of their institutional strategies, there is a need for greater encouragement and recognition of these efforts. Tran (2022) highlighted that the willingness to share knowledge is influenced by factors such as perceived values, altruistic behavior, and the quality of interpersonal relationships. However, barriers to knowledge sharing persist, including a lack of motivation, individual and organizational obstacles, and technological limitations (Gure & Sharma, 2019). To enhance knowledge sharing in universities, it is crucial to foster a culture of sharing, provide regular opportunities for discussion and collaboration, and address the barriers that impede knowledge sharing.

Knowledge management is of paramount importance in universities, as it is intricately linked to academic activities, research, teaching, and learning practices. It directly impacts the academic performance of faculty members (Jastroch & Marlowe, 2010). Although comprehensive research on public universities is limited, factors such as leadership, organizational culture, and information technology are crucial for effective knowledge management. Elements like knowledge creation, access, dissemination, and application positively influence scientific research outputs. Higher education institutions should focus on strengthening knowledge preservation strategies and incorporating the knowledge and learning developed into their practices. Interest in knowledge management in higher education institutions (HEIs) has been growing globally, with an expanding body of literature largely produced by academics in developed societies (Casanueva et al., 2015). Overall, knowledge management is essential for enhancing the quality and efficiency of university practices and facilitating the transfer of knowledge to society.

Intrinsic motivation plays a significant role in motivating academicians in universities. Research indicates that individuals with higher intrinsic academic motivation exhibit greater competence and leadership in their academic and educational pursuits, while those with lower intrinsic motivation may face adverse outcomes (Gottfried, 2016). Among Indonesian university students, intrinsic motivation is positively associated with extrinsic motivation and resilience, but negatively related to self-compassion and resilience (Kotera et al., 2022). Resilience, the capacity to recover from difficulties, is also connected to motivation and can help sustain intrinsic motivation. In students studying education, resilience is notably associated with types of intrinsic motivation, particularly in cases of low motivation (Sánchez-

Bolívar et al., 2021). Furthermore, motivation significantly influences academic success, failure, and dropout rates among university students, with intrinsic motivation being negatively correlated with low motivation. Thus, fostering intrinsic motivation is crucial for enhancing academic performance among academicians

Knowledge management positively impacts the motivation of academicians. Specifically, dimensions such as social capital and autonomous motivation are crucial for promoting and enhancing the sharing of tacit knowledge among academics. The study also identified that top management support and knowledge self-efficacy are key factors motivating knowledge sharing among both junior and senior academicians. Additionally, personal information management motivation, particularly concerning information formality, significantly influences users' commitment to knowledge systems (Naheed & Isa, 2019). Moreover, research demonstrates a positive association between knowledge management and academic performance in higher education institutions. Overall, effective knowledge management practices enhance the motivation of academicians and significantly impact their performance in academia.

### **Conclusion And Recommendations**

The objective of this study was to examine the effect of knowledge management on the motivation of academicians at universities. The study focused on academicians from governmental universities located in the northern, central, and southern regions of Jordan. Data was collected using a questionnaire, which was tested for reliability and validity prior to distribution. The studied academician sample included wide variety of positions and educational level starting from college diploma working as administrative staff to full professors at these universities allowing wide variety of views related to knowledge management and motivation. The results showed that high levels were reported for knowledge creation, acquisition, application, sharing and transfer were recorded. The levels reported for the intrinsic and extrinsic motivation were high among the academicians in the governmental universities. The SEM showed that the knowledge management influences the motivation of academicians across the universities. The results of the SEM model showed that knowledge manage components related knowledge creation, acquisition, application, sharing and transfer reflected the knowledge management significantly and the intrinsic and extrinsic motivation represented the motivation variables significantly, the results showed that knowledge management affected the motivation among the academicians significantly. The study recommends the implementation of comprehensive knowledge management practices at governmental universities to enhance the motivation of academicians and improve the overall performance of these institutions.

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