

**FAITH IN SHARING: EXPLORING THE IMPACT OF INDIVIDUAL
SPIRITUALITY ON KNOWLEDGE SHARING BEHAVIOR AT
SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY,
PESHAWAR**

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Abstract

The research investigates the impact of individual spirituality in the workplace on the knowledge-sharing behaviors of faculty members. This study utilizes quantitative research methods to investigate the relationship within the framework of Shaheed Benazir Bhutto Women University in Peshawar, Pakistan, which is the principal location for data collection and analysis. The sample consisted of 65 participants chosen from a total of 162 respondents using stratified cluster sampling. Data were gathered through a survey method and analyzed using simple linear regression to demonstrate the significance and characteristics of the relationships among the research constructs. The statistical analysis results demonstrate that individual spirituality significantly enhances knowledge-sharing behavior. Moreover, factors such as inner life, personal accountability, and significance in the workplace are prominent among participants, whereas communal conditions and constructive relationships exert a more pronounced influence on knowledge-sharing behavior. The theoretical framework of the Theory of Reasoned Action assesses and substantiates these findings. The research corroborates existing literature, affirming that workplace spirituality is a positive predictor of knowledge sharing. Organizations ought to utilize this insight to optimize motivation and productivity advantages.

Keywords: Workplace Spirituality, Individual Spirituality, Knowledge Sharing, Human Resource Management

Introduction

The area of Workplace Spirituality (WS) and Knowledge Sharing (KS) have garnered significant attention from contemporary researchers (Gupta et al., 2014; Islam et al., 2012). With globalization presenting numerous challenges for employers, there is an increased focus on employees' workplace behaviors. It is widely acknowledged that employees are the backbone of any organization, leading companies to prioritize their employees' social, psychological, and personal values. One such behavior, workplace spirituality, aligns employees' values with organizational goals but remains underexplored (Ashmos & Duchon, 2000). Workplace spirituality is the alignment of employees' personal values and sense of purpose with their work environment, to develop a deeper sense of meaning, connection, and fulfillment in their professional roles (Ashmos & Duchon, 2000).

Individual spirituality refers to a personal, inward perception of association to a better purpose or meaning, often characterized by a commitment to personal values and beliefs that transcend everyday experiences (Piedmont, 2001). According to Pandey (2017), studying individual spirituality in the South Asian region is essential, as it not only enhances employees' positive job-related outcomes but also boosts organizational productivity (Pawar, 2009). Individual spirituality has been reported to significantly increase employee commitment to the organization, reduce turnover intention, improve job satisfaction, and enhance job involvement (Milliman et al., 2003). On the other hand, to fully harness the benefits of individual spirituality, organizations must identify and integrate activities and behaviors that promote this aspect.

According to Abbas et al. (2013), knowledge sharing refers to transference of information from one individual to another through several activities. This phenomenon can also occur between groups and organizations. The core reason behind sharing of knowledge is to help or enable others as well as enhance learning among each other. In context of organization, people share knowledge with the intention to facilitate their organization in achievement of organizational goals (Chong et al., 2019). Organizations encourage knowledge sharing behavior and focuses on employee's requirement for optimizing it among employees as it contributes significantly to implementation of knowledge management activities in the company. As such, it also contributes to increasing organizational and employee performance. Researchers have studied the different facets of knowledge sharing from human resource perspective (Boateng et al., 2015).

Knowledge sharing among faculty is crucial for the growth and development of educational institutions as understanding how individual spirituality influences knowledge sharing can help create a more collaborative and supportive academic environment (Tan, 2016). Given the cultural and religious context of Peshawar, where spirituality often plays a significant role in individuals' lives, studying its impact on professional behaviors like knowledge sharing can provide insights into how these personal values translate into organizational behavior (Ishrat, 2018).

Educational institutions in Pakistan face numerous challenges related to knowledge sharing, which are shaped by cultural, organizational, and infrastructural factors (Bhutto et al., 2024). Cultural norms, such as hierarchical structures and gender roles, create barriers to open communication and collaboration, particularly for female faculty members (Bhatti & Ali, 2020). Additionally, limited resources and technological infrastructure restrict access to research materials and tools necessary for facilitating knowledge exchange (Akhlaq et al., 2016). Organizational issues, including rigid bureaucratic structures and performance evaluations that

prioritize individual over collective achievements, discourage faculty collaboration (Shah, 2009). Moreover, the lack of professional development opportunities in communication and leadership skills further impedes knowledge-sharing efforts (Bhatti & Ali, 2020). A competitive atmosphere and lack of trust among faculty, fueled by fears of losing intellectual property, also hinder collaborative behaviors (Khan et al., 2020). These challenges highlight the need to explore factors like individual spirituality, which can develop a more supportive and collaborative academic environment, addressing key gaps in knowledge-sharing practices in Pakistan's educational institutions (Bhutto et al., 2024).

Workplace spirituality and knowledge sharing behavior are interrelated through the influence of personal values and meaning on professional interactions. Workplace spirituality encompasses employees' sense of purpose, connection, and alignment with organizational values, often manifesting as a heightened sense of commitment and ethical engagement (Ashmos & Duchon, 2000). This intrinsic alignment can enhance employees' willingness to engage in knowledge sharing behavior, where they willingly transfer information and expertise to colleagues to foster organizational learning and success (Abbas et al., 2013). The rationale behind this relationship lies in the idea that employees who find personal and spiritual fulfillment in their work are more likely to contribute to a collaborative environment, seeing knowledge sharing not merely as a task but as a meaningful activity that aligns with their values (Milliman et al., 2003).

Workplace Spirituality extends beyond simple job satisfaction; it is associated with employees' inner fulfillment, linked to their roles and relationships at work (Ashmos & Duchon, 2000). Although previous studies primarily focus on WS in Western contexts, its impact in South Asia remains underexplored (Pandey, 2017). Similarly, KS has been examined as a critical component of knowledge management strategies, yet its relationship with WS, particularly within the Pakistani educational framework, lacks empirical

research (Wali et al., 2023). This study explores how WS might facilitate KS by fostering a workplace culture that values collaboration and communal growth, presenting an opportunity to enhance productivity and academic collaboration. The intersection between WS and KS is understudied, particularly within South Asian and Pakistani educational institutions. Current research on WS often lacks region-specific focus, and there remains limited empirical evidence on its influence on KS behaviors in the educational context (Ishrat, 2018). This study addresses this gap by focusing on female faculty members at Shaheed Benazir Bhutto Women University (SBBWU), a context where professional roles for women are evolving, making it crucial to understand how WS can support their professional development and encourage KS. This research draws on Theory of Reasoned Action to conceptualize the link between WS and KS, where positive spiritual experiences within the workplace foster reciprocal, knowledge-sharing behaviors (Blau, 1964). Faculty members who feel a sense of purpose and alignment with their institution's goals may be more inclined to share insights and collaborate with peers, thus enhancing organizational learning and cohesion (Milliman et al., 2003). This theoretical framework situates WS as a motivating factor that enhances KS by building trust, reducing barriers to collaboration, and establishing a more integrated workplace culture.

Methodology

This study utilizes a positivist methodology to investigate spirituality and knowledge-sharing behavior in the educational setting of SBBWU. It specifically emphasizes quantifiable dimensions of spirituality, including personal accountability and reflection, which can be measured and assessed. The study employs a positivist framework to extract knowledge from empirical observation and measurement, aiming to generate generalizable findings based on quantifiable data (Gillani et al., 2018). The research employs a quantitative methodology to examine the impact of individual spirituality on knowledge-sharing behavior among faculty at Shaheed Benazir Bhutto

Women University, Peshawar. This methodology facilitates the objective assessment of variables and their interrelations, consistent with prior research on the impact of spirituality on organizational behavior (Bell et al., 2022).

The study uses a descriptive survey whose design allows for the collection of quantifiable data from a larger population, enabling the identification of patterns and relationships between variables. The survey method is suitable for this study due to its efficiency and cost-effectiveness in collecting data from a targeted population (Rea & Parker, 2014). The research focuses on the faculty members of Shaheed Benazir Bhutto Women University in Peshawar, which comprises 162 members. A representative sample of 65 faculty members was selected using stratified random sampling, ensuring proportional representation of each rank. The sample includes 5 associate professors, 20 assistant professors, and 40 lecturers. The inclusion criterion is 40% of the total faculty members within each stratum. This proportionate simple random sampling method captures a wide range of perspectives on how individual spirituality influences knowledge-sharing behaviors among different academic ranks, supplying helpful insights for the study's objectives.

The questionnaire comprises three sections: Section A gathers demographic data such as age, gender, designation, and organization; Section B assesses knowledge sharing behavior (KSB) utilizing a scale developed by Gillani et al. (2018); and Section C evaluates individual spirituality employing a scale from Ashmos & Duchon (2000), which is extensively referenced in scholarly literature. The questionnaire assesses these inquiries utilizing a 5-point Likert scale and classifies individual-level factors into seven categories.

The range of behaviors which exhibit knowledge or information exchange from an employee, group of employees or organization to another is termed as knowledge sharing behavior (Chow & Chan, 2008). Individual spirituality refers to a personal, inward perception of association to a better purpose or meaning, often characterized by a commitment to personal values and beliefs that transcend everyday experiences (Piedmont, 2001). It involves

an individual's internal search for meaning, purpose, and a sense of transcendence in life (Giacalone & Jurkiewicz, 2003).

Data analysis is done using several statistical techniques in SPSS. In this regard, descriptive statistics in the form of frequency distribution is initially used to understand demographics of employees as well as on the characteristics of the scales. Further, the hypothesis of the study is tested using simple linear regression analysis which are the major data analysis techniques for deriving outcomes to know significance of the underlying variables.

Data Analysis and Interpretation

Table 1: Demographic Variables Frequency Distribution

Variable	Category	Frequency	Percent
Gender	Male	0	0
	Female	65	100
	Total	65	100.0
Age	25 – 35 years	34	52.3
	36 – 45 years	29	44.6
	46 – 55 years	2	3.1
	Total	65	100.0
Qualification	Bachelor's degree	14	21.5
	MS/M.Phil/MBA	25	38.5
	Doctorate	26	40.0
	Total	65	100.0
Experience	1 – 3 years	17	26.2
	3 – 5 years	11	16.9
	6 – 10 years	13	20.0
	Above 10 years	13	20.0
	Less than 1 year	11	16.9
	Total	65	100.0

Designation	Assistant Professor	20	30.8
	Associate Professor	4	6.2
	Lecturer	41	63.1
	Total	65	100.0

The demographic data show a homogeneous gender representation (100% female), consistent with the all-women university setting. Age distribution reveals that most respondents (52.3%) fall within the 25-35 age bracket, indicating a relatively young faculty. Additionally, a significant proportion (40%) of respondents hold Ph.D. degrees, reflecting a highly qualified academic workforce. The study examined the spirituality and knowledge-sharing behavior of university faculty members. The majority of the faculty were relatively young, with 52.3% serving as assistant professors, 44.6% as lecturers, and 3.1% as associate professors. This demographic suggests that the faculty members are predominantly in the early to mid-stages of their careers, which may influence their spirituality and openness to sharing knowledge.

The participants' experience levels were also noteworthy, as most had between 1 and 3 years of experience at their current institution. This suggests that faculty with more experience might demonstrate higher levels of spirituality, potentially due to increased opportunities for reflection and personal growth. Furthermore, those who are more experienced may be more willing to share knowledge, drawing upon their professional insights.

Additionally, a significant portion of the faculty members held Ph.D. degrees, representing 40% of the sample. While higher education levels are typically linked to more analytical thinking and possibly a diminished emphasis on spirituality, they may also correlate with a heightened engagement in knowledge-sharing practices, given their involvement in research and academic collaboration. This investigation highlights the

significance of comprehending the interaction between spirituality and knowledge-sharing practices among university faculty members.

Table 2: Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Conditions for community	65	1.11	5.00	3.5521	.90544
Meaning at work	65	1.14	5.00	3.6571	.95491
Inner life	65	1.00	5.00	3.8492	1.04942
Blocks to Spirituality	65	1.00	5.00	3.3667	.96159
Personal Responsibility	65	1.00	5.00	3.7077	1.13155
Positive Connections	65	1.00	5.00	3.6359	1.04702
Contemplation	65	1.00	5.00	3.5462	1.12751
Knowledge Sharing Behavior	65	1.00	5.00	3.4673	1.02871
Individual Spirituality	65	1.74	4.94	3.6009	.71244
Valid N (listwise)	65				

Table 2 displays the descriptive statistics for the variables analyzed in the study. The standard deviation and mean for knowledge-sharing behavior are 1.028 and 3.467, respectively. This indicates that the majority of employees acknowledge their propensity to share knowledge with colleagues within the same organization. The average score for "inner life" is the highest at 3.84, followed by personal responsibility at 3.70, meaning at work at 3.65, community conditions at 3.55, contemplation at 3.54, and blocks to spirituality at 3.36. The elevated mean score for "inner life" (3.84) signifies that participants have a robust identification with this aspect of spirituality, whereas the diminished score for "blocks to spirituality" (3.36) suggests fewer impediments to spiritual expression in the organizational setting. The mean of

individual spirituality is 3.60, with a standard deviation of 0.712, suggesting that employees predominantly concur on the endorsement of individual spirituality.

Table 3: Simple Linear Regression Outcomes

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 ^a	.372	.362	.82142

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.220	1	25.220	37.378	.000 ^b
	Residual	42.508	6	.675		
	Total	67.727	6			

a. Dependent Variable: KSB

b. Predictors: (Constant), IS

Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	
1	(Constant)	.294	.529		.557
	IS	.881	.144	.610	.000

The R value of 0.610 indicates that individual spirituality is a strong predictor of knowledge-sharing behavior. An R-square value of 0.372 indicates that roughly 37.2% of the variance in knowledge-sharing behavior is attributable to individual spirituality. The adjusted R-squared value, marginally reduced to 0.362, considers the quantity of predictors in the model, offering a more precise representation of explanatory power. An R-value of 0.610 indicates a moderately strong positive correlation between individual spirituality and knowledge-sharing behavior. Individual spirituality accounts for 37.2% of the variance in knowledge-sharing behavior, according to an R-square value of 0.372. This highlights the crucial role that spiritual factors may play in fostering knowledge-sharing environments.

The ANOVA table additionally corroborates the model's significance. The regression sum of squares is 25.220, and the residual sum of squares is 42.508, resulting in a total square sum of 67.727. The model exhibits an F-value of 37.378 and a significance level (Sig.) of 0.000. Furthermore, both the standardized beta (0.610) and unstandardized beta (0.881) are deemed significant, given that the p-value is 0.000, which is below 0.05. A positive correlation exists between the variables. Each unit increase in individual spirituality will lead to a 0.881-fold increase in employees' knowledge-sharing behavior. The aforementioned data analysis indicates a positive and significant correlation between individual spirituality and knowledge-sharing behavior. Consequently, the null hypothesis of the study is rejected, and the alternative hypothesis is accepted based on the results of the regression analysis. The influence of personal spirituality on knowledge sharing is substantial, as corroborated by the findings of the present study. The finding is consistent with Nair and Sivakumar (2020) which suggests that positive attitudes toward spirituality enhance the intention to share knowledge. Moreover, Meaningful Work and Inner Life develops positive attitudes as they align with personal and professional values. Subjective norms, evident in conditions for community and contemplation, create normative pressures that

encourage knowledge sharing (Nair & Sivakumar, 2020). Faculty members perceive knowledge sharing as a communal norm within their professional environment.

Conclusion

The study aimed to investigate the relationship between the individual spirituality of faculty members at SBBW University in Peshawar, Pakistan, and their knowledge-sharing behavior. A survey of 65 employees from Pakistan's universities was conducted, and the findings suggest that knowledge sharing is associated with individual spirituality levels. Promoting workplace spirituality benefits both organizations and employees, as it drives innovation, supports growth, and facilitates quicker decision-making. This environment fosters a sense of community and purpose, strengthens employees' self-efficacy, and increases their intentions to share knowledge, which in turn drives collective organizational success. Knowledge-sharing behavior also increases effective collaboration and coordination among employees, which can be beneficial for teamwork. Spirituality plays a significant role in shaping knowledge-sharing behaviors, as it helps create a supportive and fulfilling work environment where individuals feel a sense of purpose and connection. Spiritual practices, such as finding meaningful work and cultivating an inner life, enhance positive attitudes towards collaboration and encourage open communication. The study also highlights the importance of a spiritually enriching work environment for promoting information sharing among employees, as spirituality significantly influences learning behaviors. The study's findings suggest that integrating spirituality into educational institutions in Pakistan can enhance professional environments, promote personal well-being, and reduce stress, thereby fostering a supportive atmosphere for employee growth.

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