

Factors Shaping Knowledge Sharing Behaviour in Remote Work

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Abstract: The discussions that take place in the literature on the subject in relation to the advantages or disadvantages of remote work take on additional significance if employees representing the youngest generation of employees are taken as a reference point. For representatives of this generation, the communication tools used in remote work dominate over the form of direct communication. Through them, young employees build relationships, learn, acquire knowledge and share it. However, the results of the research draw attention to the fact that in relation to Generation Z, there may be problems related to the exchange of knowledge understood as learning and teaching others, which may result from different generational characteristics, including professed values, attitude to work and expectations towards it. The research results presented in the study are part of a quantitative survey on "Managerial aspects of remote work management", carried out among young people working remotely. The survey was carried out in December 2022 and analysed areas of remote work such as knowledge exchange/learning, communication, work organization, WLB, motivation and employee relations. The study diagnoses measurement models using structural modeling (SEM) in the field of latent factors. The analyses were carried out using IBM SPSS and IBM SPSS AMOS software.

Keywords: Learning, Knowledge exchange, Remote work, Generation Z

1. Introduction

In December 2022, a research team from the Częstochowa University of Technology conducted a study involving a sample of 387 remote employees representing Generation Z. The aim of the study was to identify which dimension of remote work plays the most significant role in shaping their attitudes towards this mode of work and their preferences regarding its continuation. Based on a review of the relevant literature and prior research, the following dimensions were selected for analysis: work organisation (O), work-life balance (WLB), motivation (M), knowledge sharing and learning (KL), employee relations (R), and communication (C). Exploratory factor analysis conducted on the collected data revealed some unexpected patterns (Albrychiewicz-Słocińska, 2024a). The analysed group of young and very young people, contrary to the stereotypical perception, appreciates the importance of knowledge of other employees. Rather than relying solely on organisational knowledge repositories, they recognised the importance of interpersonal relationships in enhancing personal effectiveness and learning. These two dimensions were found to be closely interrelated, forming a factor with the highest eigenvalue and accounting for as much as 45.5% of the total variance. Somewhat surprisingly, aspects of WLB, frequently highlighted in the literature as a major advantage of remote work, had only a marginal impact on respondents' perceptions of this work model. In light of the above, the author decided to investigate the relationships between the analysed dimensions, while simultaneously seeking to determine, through the use of statistical models, the position of the knowledge sharing and learning factor. Is this factor influenced by the remaining dimensions, or does it, in fact, constitute a foundation for shaping them? Alternatively, could the relationships between these factors be more complex and reciprocal, with some acting as catalysts or mediators in relation to others?

2. Theoretical Foundations of the Issue

In the theoretical introduction to the paper, the author addresses the ongoing debate present in the literature concerning the validity and correctness of grouping employees by age category, as well as the contested definitions of the term "generation" (Urlick et al., 2017). Concerning the issue under study, different authors quote various classifications of generational divisions (Bencsik et al. 2016; Goh and Lee 2018; Kirchmayer and Fratricova 2018). Of particular note in this discussion are the works of Wiktorowicz et al. (2016) and Warwas et al. (2018), which presents an objective overview of sociological, psychological, anthropological, and even cultural interpretations of the term "generation" considering Polish specifics. The perspective adopted for the purposes of this publication defines a generation not only by year of birth, but also by a shared set of experiences shaped by a particular society. For instance, under the generational nomenclature commonly used in the literature, Generation X, in Poland is likely to be characterised primarily by the experiences of the 1990s and the socio-economic transformation of that period. Even within this group, however, it is possible to identify distinct sub-generations, understood as communities of specific shared experiences (Sobierajski&Kuszevska, 2023). The author of this paper deems the perspective grounded in experiences affecting broad social groups to be

conceptually sound. At the same time, she acknowledges that conducting quantitative social research based on populations defined by a perceived connection to particular macro-experiences presents significant challenges. Therefore, for the purposes of the study, it was assumed that the generational categorisation based on year of birth, as presented in the literature, would be the most appropriate for the implementation of the survey. The most popular division assumes that Generation Z, in relation to Poland, includes people born after 1995, although researchers sometimes consider those born in 1990 as its representatives (Wiktorowicz et al. 2016). However, there are also approaches in the literature that classify individuals born in 2000 and later as belonging to Generation Z (Dreyer & Stojanová, 2022).

The literature describing Generation Z highlights a strong attachment to, or even dependence on, modern information technologies and the tools used to operate them. For Generation Z, smartphones and iPhones are basic communication tools, much more important than face-to-face communication (Astorquiza-Bustos & Quintero-Peña, 2023; Bamieh & Ziegler, 2022, Wiktorowicz et al. 2016, Warwas et al. 2018). Through these devices, young employees explore the world, form relationships, learn, acquire knowledge, and share it with others. It could therefore be assumed that remote work, relying heavily on IT solutions, would be their preferred form of employment.

Indeed, the pandemic years, as well as the short period following their conclusion, yielded numerous research findings suggesting that remote work not only contributed to higher levels of satisfaction among young employees, but was also associated with greater efficiency (Emanuel & Harrington, 2020) and enhanced employee wellbeing (Charalampous, 2020) compared to traditional on-site work. For many young individuals, remote work is so attractive and desirable that they are even willing to accept a partial reduction in salary in order to work at a time and place of their choosing (Emanuel & Harrington, 2023b).

However, the findings of the study conducted by the author appear to contradict the assumptions commonly associated with Generation Z's technological preferences (Stohnij, 2020, Nieżurawska & Gałaś, 2021, D'Acunto et al. 2025). According to authors' previous research results (Albrychiewicz-Słocińska, 2024b), among employees with at least six months of remote work experience, remote work was not identified as the most preferred form of work for the future. Only 17.57% of respondents selected it as their preferred option. It seems that this should be linked to the significance of the organisational learning factor, according to which young people recognise the importance of building interpersonal relationships in the workplace, as these relationships condition learning processes and motivation to work. These are key elements for young people gaining professional experience and benefiting from the expertise of colleagues with greater knowledge and work experience. This observation is supported by the research of Dreyer & Stojanová (2022) and Hegade & Shettar (2022), which emphasise the importance of personal contact and direct communication in the workplace, along with the skills associated with these interactions (Hans et al., 2023).

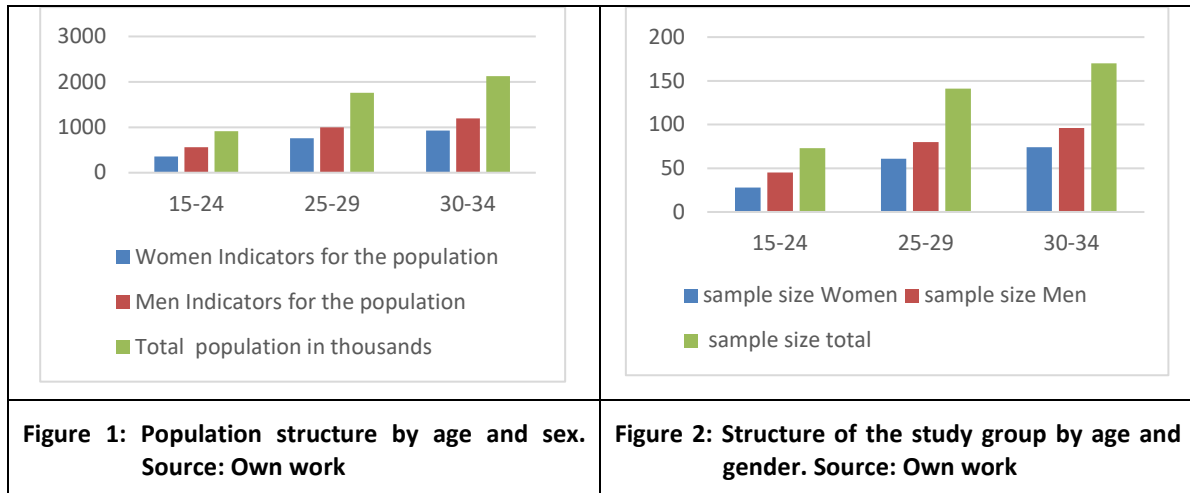
Another contribution to the discussion highlighting the weaknesses of remote work comes from the repeated in-depth studies by Emanuel & Harrington (2023b, 2023a), which draw attention to the negative impact of remote work on employee effectiveness. These patterns were confirmed in the studies of Atkin et al. (2023) and Gibbs et al. (2022). Additional negative factors associated with remote work include issues with team supervision (Wąsik, 2020), work safety regulations, difficulties in ensuring data security, and deteriorating internal communication (Wąsik, 2020). Considering the perspective of the discussed issue, it is of great importance that remote work also causes a decrease in commitment and trust among employees (Tomaszuk & Wasiluk, 2023), deterioration of work quality and a sense of isolation (Bartel et al., 2012). For young employees, remote work is also associated with stagnation in both professional and social development (Yarbrough & Ramos Salazar, 2023). For instance, Emanuel et al. (2023) point out that employees working in office settings acquire the skills necessary for new jobs more quickly.

3. Methodology

3.1 Empirical Analysis. Data Acquisition and Profiling

In the course of the study, 387 surveys were conducted in accordance with the established research indicators concerning the representativeness of the studied population. Based on the Yearbook of Labour Statistics 2021, the size of the population of individuals working in Poland within the age range of interest to the researchers (born after 1995) was determined to be 4,802,000 people. The structure of the surveyed population, divided by gender and age, is presented in Fig. 1. For this estimated population, with the following statistical assumptions: population fraction size: 0.5; confidence level: 95%; maximum error: 5%, the sample size was determined to be 384 individuals (excess surveys do not disrupt the planned structure of the research group) (Fig. 2). The study

was conducted by Fieldstat Sp. z o.o., a specialised market research agency. The research was carried out using quantitative research methods, employing the Computer-Assisted Telephone Interview (CATI) technique for 50% of respondents, and the Computer-Assisted Web Interview (CAWI) technique for 50% of respondents.



The research questionnaire design was based on the analysis of factors influencing remote work, within which a list of primary indicators was constructed (57 items, Likert scale). These primary indicators were then aggregated into 6 secondary indicators (latent factors): learning and knowledge sharing (KL), motivation(M), work organisation (O), employee relations (R), work-life balance (WLB), and communication (C).

The literature review revealed that most of the factors influencing the topic under consideration by the researchers are dispersed, diverse, and lack systematisation. Few researchers also consider the relationship and mechanism of action between these factors. Therefore, based on previous studies, which also served as a form of pilot research to refine the research tool, this paper goal is to analyse the relationship between these factors and organisational learning and knowledge sharing representing by three models – theoretical constructs of relationships between latent factors. The dominant importance of the organisational learning and knowledge sharing domain in relation to remote work was confirmed through principal component analysis (Albrychiewicz-Słocińska 2024b) and exploratory factor analysis (Albrychiewicz-Słocińska, 2024a).

3.2 Structural Equation Model (SEM) and AMOS

Structural Equation Modelling (SEM) is an advanced statistical method that allows for the analysis of complex relationships between variables. SEM can be conducted using various statistical software packages. One of the most popular is IBM SPSS AMOS. Analysis of Moment Structure (Amos) was developed by James L. Arbuckle (2003) and is suitable for covariance structure analysis to examine complex multivariate data. In this process, appropriate hypotheses are proposed, and the Amos structural equation model is used for modelling, analysis, and data processing to verify latent (hidden) factors and relational paths. Structural equation modelling can be divided into measurement modelling and structural modelling. Measurement modelling refers to the relationships between indicators and latent variables. Structural modelling refers to the relationships between latent variables. The study diagnoses measurement models using structural modeling (SEM) in the field of latent factors. The analyses were carried out using IBM SPSS and IBM SPSS AMOS software.

4. Research Results

4.1 Confidence Analysis and Factor Analysis

The adequacy of the correlation matrix is assessed using the Kaiser-Meyer-Olkin (KMO) index. It measures the adequacy of the selection of variables (Kaiser, 1974). The index compares the magnitude of the observed correlation coefficients with that of the partial correlation coefficients. Small KMO values suggest that consideration should be given to the validity of applying factor analysis to such data. Kaiser (1974) suggests the following interpretation of the magnitude of the KMO index: 0.90 - very high, 0.80 - high, 0.70 - medium, 0.60 - moderate, 0.50 - low and less than 0.50 - very low (not acceptable) (Zakrzewska, 1994, p. 56). Some researchers recommend taking 0.7 as the threshold value (Stanisz, 2006).

As shown in Tab. 1, the data reliability analysis revealed a good confidence level of 0.970, indicating that no corrections were required for problematic items. As shown in Tab. 3, the Bartlett's test ($p < 0.05$) indicated that

the variables are significantly correlated and suitable for factor analysis. And as a result SEM analysis can be undertaken.

Table 1: KMO and Bartlett test and reliability statistics results

KMO	0,968
Bartlett's test of sphericity Chi²	20930,68
df	1485
significance	0,0000
Cronbach alpha	0,970

Source: Own work

4.2 Construction of Structural Equation Models

The basis for assessing the acceptability of the theoretical model, in which the directions and the significance of the relationships between variables are hypothetically assumed, is the positive result of the procedure verifying the research hypothesis regarding the acceptability of the model and the estimation of the unknown model parameters, along with the assessment of the significance of these parameters (Januszewski, 2011). The AMOS software used to perform Structural Equation Modelling (SEM) calculates both standardised and unstandardised estimates which can be interpreted according to the purpose formulated by the researcher. The estimates most commonly considered are regression weights.

In the analysis of the research results, the following research hypothesis was proposed: factors such as motivation, work organisation, employee relations, and work-life balance shape behaviours related to organisational learning and knowledge sharing (Model 1) (Fig.3).

Model fit indices were used as a reference before testing and constructing the structural equation model (Tarka, 2017) Tab. 2.

Table 2: Model Fit Results

Test index	X2/df	GFI	AGFI	NFI	CFI	IFI	RMSEA
Recommended value	<3	>0.90	>0.80	>0.90	>0.90	>0.90	<0,08
Model 1	5,538	,410	,365	,624	,669	,670	,108
Model 2	5,143	,393	,346	,651	,698	,698	,104
Model 3	4,943	,432	,384	,667	,714	,715	,101

Source: Own work

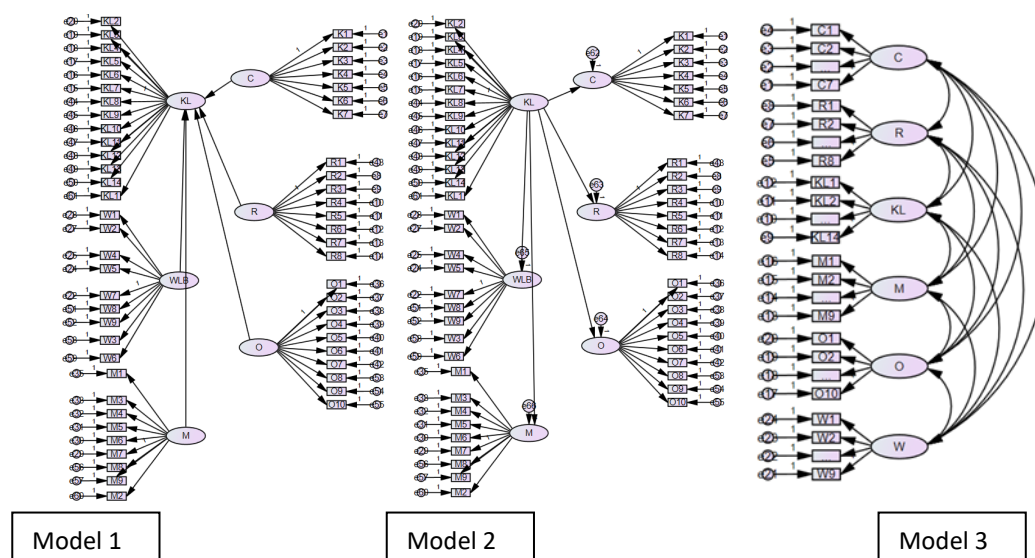


Figure 3: Analysed models. Source: Own work

Unfortunately, the results for Model 1 (Chi-square = 8494.801, df = 1534, probability level = .000) indicate significant misfit, which could be the result of too small a sample size, issues with applying structural models to ordinal data, incorrect directions of certain relationships, or the lack of consideration for the dependencies between latent factors. Therefore, a model adjustment was made, assuming the reverse direction of the hypothesised relationships, so that it is the behaviours related to knowledge sharing and learning that influence areas such as motivation, work organisation, employee relations, and work-life balance (Model 2) (Chi-square = 7889.466, df = 1534, probability level = .000). The fit indices for this model showed much better fit, yet they still did not meet the boundary values that would allow for its acceptance. Thus, another modification was made to the model, assuming mutual dependencies between latent factors – Model 3 (Chi-square = 7533.203, df = 1524, probability level = .000). The obtained values for the model fit indices improved, and in the case of the X2/df statistic, they now allow for model acceptance, assuming the marginal acceptable value of <5.

By analysing the causes of the discrepancy, detailed statistics were examined, which revealed that in Model 1, which assumed the impact of the analysed areas on the KL domain, factors such as C and WLB were found to have no statistically significant relationships with the KL domain. Furthermore, inverse relationships were observed in relation to these two areas. The employee relations domain showed the strongest relationships.

Table 3: Regression Weights Model 1

KL		Other	Estimate	S.E.	C.R.	P
KL	<---	WLB	-.023	.019	-1.235	.217
KL	<---	R	.362	.031	11.775	***
KL	<---	C	-.755	2.857	-.264	.791
KL	<---	M	.304	.028	10.742	***
KL	<---	O	.422	.040	10.668	***

***p<0,001

Source: own work

When examining the relationships between the factors in Model 2 (Tab. 4), it was revealed that KL has positive, very strong, and statistically significant effects on the other dimensions of remote work. Although this model does not demonstrate an acceptable fit of the theoretical construct, its fit results are considerably better than those of Model 1.

Table 4: Regression Weights Model 2

Other		KL	Estimate	S.E.	C.R.	P
WLB	<---	KL	.760	.058	13.036	***
C	<---	KL	.884	.071	12.370	***
R	<---	KL	.917	.064	14.302	***
O	<---	KL	.902	.069	13.021	***
M	<---	KL	.985	.060	16.338	***

***p<0,001

Source: own work

Regarding Model 3, which assumed mutual dependencies between the latent factors, a recursive model was obtained in which all factors exhibited statistically significant interdependencies. It is this model that demonstrates the highest fit indices. The relationships shown in Tab. 5 are of a correlational nature.

Table 5: Covariances matrix Model 3

Factors			Estimate	S.E.	C.R.	P
C	<-->	KL	.528	.068	7.750	***
C	<-->	R	.728	.073	9.984	***
R	<-->	O	.458	.054	8.565	***

Factors			Estimate	S.E.	C.R.	P
M	<-->	O	.638	.062	10.241	***
WLB	<-->	M	.540	.053	10.263	***
KL	<-->	WLB	.480	.051	9.452	***
KL	<-->	M	.653	.061	10.785	***
C	<-->	O	.346	.062	5.565	***
C	<-->	M	.446	.065	6.822	***
C	<-->	WLB	.271	.059	4.564	***
KL	<-->	O	.602	.062	9.730	***
R	<-->	WLB	.364	.047	7.757	***
WLB	<-->	O	.553	.057	9.713	***
R	<-->	KL	.633	.062	10.185	***
R	<-->	M	.564	.056	10.069	***

***p<0,001

Source: own work

5. Discussion

The literature on the subject includes a variety of publications relating to the factors shaping behaviours and attitudes towards knowledge sharing. The main categorisation of these factors distinguishes between internal factors (related to the individual) and external factors connected to the work environment (Zhao et al., 2016). Internal factors were not included in the analysis in this paper. In constructing the dependency models between KL and other areas of work, the author primarily relied on previous own research conducted in this area, as well as on the work of other scholars (Zhao et al., 2016; Connelly et al., 2012; Connelly & Kelloway, 2003). However, it should be noted that these studies did not refer to Generation Z employees, nor did they consider the specific context of remote work. The study by Yuan et al. (2010) does refer to remote work, yet it does not include factors such as communication or WLB, instead focusing more on time pressure and the physical location of work. In light of this, it is difficult to directly compare the current findings with those presented by other authors.

Model 3, which most closely reflects the actual structures found in practice, assumes mutual interdependencies between the analysed areas, and as the results show, these relationships are highly complex. For example, the relationship between KL and R is considerably stronger than that between C and KL, although the relationship between C and R proves to be the strongest among all analysed in Model 3. Another significant association was found between KL and M, while the weakest relationship was observed between C and WLB.

6. Conclusions

The analysis of the constructed models leads to the following conclusions. In Poland, during the first two decades following the 1989 transformation, the uncertain economic situation, rising unemployment rates, and high levels of competition among employees created a context in which knowledge became a source of personal competitive advantage. Consequently, knowledge sharing was contingent upon the quality of interpersonal relationships, the level of trust, and the norm of reciprocity (interpretation consistent with Model 1). Today, stimulating knowledge-sharing behaviours seems to have an equally important, albeit reversed, significance. By provoking and rewarding such behaviours, it is possible to shape employee relations, motivation, and communication (Model 2). Knowledge sharing, therefore, should not be viewed merely as an outcome or effect (Model 1), but rather as a cause (Model 2), and can be considered an organisational practice that enhances the quality of the social work environment. However, the results of the conducted analyses suggest that this perspective remains insufficient, as it does not account for all interdependencies (Model 3). It seems appropriate to undertake further research in this area, incorporating mediators or higher-order factors into the models to more accurately represent the actual relationships between KL and other dimensions of remote work.

Ethics statement: Because this is not an experimental intervention study, and it is not a first in man study, no ethical approval were asked by the ethical committee. The survey was carried out by a specialized external company based on the content of the questions sent by the authors and the research assumptions regarding the structure of the surveyed group.

AI statement: I declare that I did not use AI in this article, all the text was manually written.

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